

Block Scheduling Copymasters

Great for traditional schedules, too!

3 tres

MCDUGAL LITTELL

¡En español!

- ▶ Projects
- ▶ Learning Scenarios
- ▶ Change-of-Pace Activities
- ▶ Homework Options

3^{tres}

MCDUGAL LITTELL

¡En español!

BLOCK SCHEDULING

 **McDougal Littell**
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Block Scheduling BLM Level 3

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ISBN: 0-618-33486-6

1 2 3 4 5 6 7 8 9—BHV—07 06 05 04 03

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The Block Scheduling Copymasters offer projects, learning scenarios, homework assignments, and additional activities to help plan and vary instruction in the block scheduling environment. A series of copymasters are provided for each *etapa* that incorporate and expand the grammar, vocabulary, and situations of the *etapa*.

Projects

These creative activities allow students to bring other skills to the language class. They can be completed in one class period or over a series of days. Materials needed and specific instructions for the student are clearly specified. Pacing suggestions are also provided.

Learning Scenarios

Role-play activities that can be performed in small or large groups, these scenarios allow creative communication with the target vocabulary and grammar. A rubric is also included for assessment purposes.

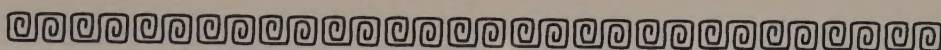
Change-of-Pace Activities

These include a variety of fun, quick activities that can be used in groups, as a class, or individually. They provide a change of pace in the classroom while still reinforcing the vocabulary and grammar of the *etapa*.

Block Scheduling Homework Options

These suggestions for scheduling homework activities incorporate materials from the **Unit Resource Book** and correspond to the pace of the 90-minute class.

PROJECTS

PROJECT
1

Un viaje inolvidable

Work in groups of four. Imagine that you work for a travel agency that specializes in trips to the Spanish-speaking world. You advertise among Spanish-speaking communities in the U.S. and abroad — throughout the entire Spanish-speaking world. Put together an itinerary for several trips to the places mentioned in the **Etapá preliminar** of the *Pupil's Edition*. Create one itinerary for a trip of 5 days and another for a trip of 8 days. Once you have completed your itineraries, put together a small brochure that advertises your travel agency and shows the itineraries for the two trips. Once your brochure is completed, present it to the rest of the class.

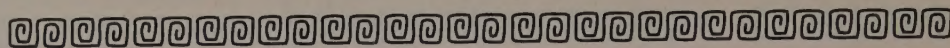


Materials: one piece of poster board per group, colored markers or pencils, glue, scissors, copies of pages all the culture spreads in the **Etapá preliminar** of the *Pupil's Edition*

Preparation:

- Brainstorm ideas about what you want your trips to include. Come up with as many ideas as you can.
- Once you have your list of ideas, decide how to group them geographically into two trips—one that will last 5 days and one that will last 8 days. As you are sectioning off the time, remember that you need to allow time for travel from place to place, as well as a little bit of unscheduled time for the tourists!
- Give your travel agency a name and create a slogan for your brochure.
- Create the text for your brochure. Make sure that the brochure's text clearly states the itineraries for the two trips, including where they depart from and where they end. Also include information about ground transportation, hotels and meals, as well as prices for the two trips.
- Correct the brochure's text and create a layout for the brochure on the poster board. Cut out visuals from the photocopied pages and use them to illustrate your brochure.
- Once your brochure is complete, present it to the rest of the class.

Pacing Suggestion: following the final culture spread (pages 22-23) in the *Pupil's Edition*

PROJECTS**PROJECT
2****Un mapa del mundo hispanohablante**

Work in groups of four. Imagine that you are creating a visual travel diary for a Spanish-speaking student who is traveling to all the Spanish-speaking countries in the world! First you will create a map of the Spanish-speaking world. Then you will write short sentences that say what that student did in each country shown. Once your travel diary is complete, present it to the rest of the class.

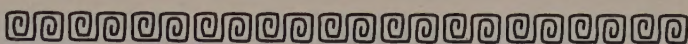
Materials: one large piece of poster board per group, colored markers or pencils

Preparation:

- Create a map of the Spanish-speaking world on your piece of poster board. Use the map in the *Pupil's Edition* as your reference.
- Write down a list of all the Spanish-speaking countries. Then brainstorm a list of ideas for what your student might have done in each place on his or her trip. See how much cultural information you can include in your list. (See the culture spreads in the **Etapá** preliminar of the *Pupil's Edition* for ideas.) If you can't think of a cultural activity for a particular country, use one of the activities from the **En resumen** section of the *Pupil's Edition* instead.
- Using your list of ideas, write a sentence telling what your student did in each country on the map.
- Correct your sentences and rewrite them as necessary.
- Write each sentence on the map next to the appropriate country.
- Once your travel diary is complete, share it with the rest of the class.

Pacing Suggestion: following the final cultural spread (pages 22-23) of the *Pupil's Edition*

LEARNING SCENARIOS



SCENARIO 1

Un día típico

Work in pairs. Imagine that you are on vacation in one of the countries described in the **Etapá preliminar**. You will be there for a month and you have already spent one week there getting used to the new culture. First, write a short paragraph saying what you did last week. Then, write a second paragraph saying what you usually do each day now that you are settled. Once your paragraphs are complete, edit them and then present them to the rest of the class.

SCENARIO 2

Una ciudad interesante

Work in groups of four. Choose a city somewhere in the Spanish-speaking world and research it. Divide your areas of research into four of the following topics: geography, history, culture, economics, population/people, or architecture. Each person in the group will choose one of the areas to research. Once your research is complete, compile your information and write a brief report. Present it to the rest of the class.



1	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.3 Presentational Communication	
	2.1 Cultural Practices	
	2.2 Cultural Products	
	4.2 Cultural Comparisons	
	5.2 Lifelong Learning	

2	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	2.1 Cultural Practices	
	2.2 Cultural Products	
	3.1 Making Connections	
	3.2 Acquiring Information	
	4.2 Cultural Comparisons	
	5.1 School and Community	

LEARNING SCENARIOS

SCENARIO
3

Un(a) estudiante típico(a)

Work in groups of eight to ten. Choose 20 activities in the **En resumen** section of the *Pupil's Edition* and find out how often each person in your group does the activities mentioned. Once you have tallied your results, write a description of an "average" member of your group. For example, **El estudiante típico patina tres veces al año. Él o ella se divierte frecuentemente.** Once your description is complete, share it with the rest of the class.

SCENARIO
4

Orígenes lingüísticos

Work in pairs. Choose the name of a Spanish-speaking country and do research to find out the origin of its name. Did the country's name come from Spanish, an indigenous language native to the country, or from another language altogether? For example, Spain's name comes from the Latin word *Hispania*, since Spain was at one time under Roman rule. Compile your findings and present them to the rest of the class.



3	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	5.1 Lifelong Learning	

4	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	2.1 Cultural Practices	
	2.2 Cultural Products	
	3.2 Acquiring Information	
	4.1 Language Comparisons	
	4.2 Cultural Comparisons	

CHANGE-OF-PACE ACTIVITIES



ACTIVIDAD 1

Categorías

Work in groups of six. Divide each group into two teams. Each team will take the list of words in the **En resumen** section of the *Pupil's Edition* and categorize those words into as many groups as possible. Each category must have at least two entries under it in order to count as a category and must use all the words from the word list that apply. For example, using the words **abrir**, **cerrar**, and **lavar**, you could create the category of **Qué se hace con una ventana**. Each team must create as many categories as it can within the space of 15 minutes. At the end of the time period, the team with the most categories is the winner.

ACTIVIDAD 2

Simón dice...

The entire class plays this game together. Choose one person to be the leader. He or she will come to the front of the class. Choosing from the list of commands provided, he or she will give orders to the class. The class must obey his or her commands, but only if they begin with **Simón dice**. If someone obeys an order that does not begin with **Simón dice**, he or she must sit down and drop out of the game. The game continues until only one person is left standing. That person becomes the new Simón.

Commands: (No) **Bailen, Caminen, Canten, Hablen, Miren a..., Patinen, Corran, Escriban, Lean, Siéntense, Aféitense, Péinense**

ACTIVIDAD 3

Pantomimas

Form groups of eight to ten. Each group will divide into two teams. Using the list of words in the **En resumen** section of the *Pupil's Edition*, create cards with actions that can be acted out like charades. Each team should create six actions on separate cards and fold them up. Each team's cards will be put in a separate box or other container, and the first team will draw a card from the other team's box. The person on that team who draws the card must then act out the action listed on the card, without using words. Team members have two minutes to guess what the action is in order to win a point. The game continues, alternating turns, until all the cards have been used. If two cards duplicate each other, the team with the duplicate must create a new card. After all the cards are used, the team with the most points wins.

ACTIVIDAD
4
¿Puedes adivinarlo?

Work in groups of eight. Divide into two teams. Each person on the team will describe two words from the **En resumen** section. Use three sentences in each description, going from most difficult to least difficult. For example, to describe the word **vestirse**, you might write:

1. La gente rica gasta mucho dinero en esto.
2. Los bebés no pueden hacer esto.
3. Haces esto después de ducharte o bañarte.

Once all the descriptions have been written, put each team's words into a container. The beginning team chooses a word and the opposing team reads them the first sentence. If they guess correctly after the first sentence, they win three points. If they don't guess correctly, they go on to the next sentence. If they guess correctly after the second sentence, they win two points. If they guess correctly after the third sentence, they win one point. After one turn is completed, the other team takes a turn. The game continues until all the descriptions have been read. The team with the most points at the end of the game wins.

ACTIVIDAD
5
¡Vamos a jugar a la lotería!

Form groups of four and play bingo. Choose from the following words and expressions about clothing and fashion and fill in the grid below. (**Acampar, bailar, caminar, cantar, cenar, comprar, cocinar, enseñar, estudiar, ganar, limpiar, mandar, pasar, patinar, quedar, trabajar, comprender, deber, vender, compartir, insistir, recibir, vivir, contar, llover, volver, bañarse, ducharse, ponerse, conocer, dormir, pedir, sentir, apagar, buscar**) One person in your group will be the caller and choose names from the list above at random. The person who wins will be caller on the next round.

		GRATIS		

ACTIVIDAD
6
Sopa de letras

Here are eight scrambled words from the **En resumen** section of the *Pupil's Edition* that relate to activities. Use the cues provided to unscramble each item. Then, use the circled letter in each item to unscramble one more word that relates to human emotions and interactions.



1. Lo que se hace después de la clase de educación física: S H E D R A C U

____ _ ____ _

2. Lo que puede pasar cuando el aire es muy húmedo: E L V R O L

____ _ ____ _

3. Los amigos hacen esto antes de irse: R E E S D I D E P S

____ _ ____ _

4. Cuando no hay carros, puedes hacer esto: U R Z R A C

 ____ _

5. Para preparar la cena tienes que hacer esto: C R O I N A C

____ _ ____ _

6. Los atletas hacen esto: G R A J U

____ _ ____ _

7. Si quieres ir donde no hay hoteles, tienes que hacer esto: P R A M A C A

 ____ _

8. Si tienes una voz bella, probablemente te gusta hacer esto: T R A N C A

____ _ ____ _

Now take the circled letters and unscramble them to answer the following.

9. Cuando alguien te habla, tienes que hacer esto: C R E S H U C A

____ _

BLOCK SCHEDULING HOMEWORK OPTIONS**Day 1 Due Date** _____

- ☐ *Más práctica cuaderno, p. 1.*
- ☐ *Cuaderno para hispanohablantes, p. 1.*

Day 2 Due Date _____

- ☐ Complete *Actividad 8* in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno, pp. 2–4.*
- ☐ *Cuaderno para hispanohablantes, pp. 2–4.*

Day 3 Due Date _____

- ☐ *Más práctica cuaderno, pp. 5–6.*
- ☐ *Cuaderno para hispanohablantes, pp. 5–6.*

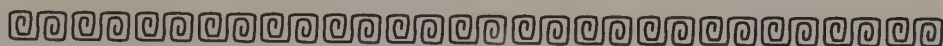
Day 4 Due Date _____

- ☐ *Más práctica cuaderno, pp. 7–10.*
- ☐ *Cuaderno para hispanohablantes, pp. 7–10.*
- ☐ Review for *Etapa preliminar* Exam.

Day 5 Due Date _____

- ☐ Preview *Unidad 1 Opener*, pp. 28–29.
- ☐ Have students jot down their observations.

PROJECTS

PROJECT
1

Los famosos

Working in pairs, imagine that you are creating a personality profile of a current celebrity for a Spanish-language magazine. You need to decide which celebrity you will profile and look through popular magazines to find pictures of him or her to use in your article. After you collect this material, you will write the star's profile, focusing on a description of the star's appearance and personality. Don't forget to come up with a magazine-style head for your profile. Once your article is complete, share it with the class.

Materials: one piece of poster board per pair, colored markers or pencils, copies of celebrity magazines, scissors, glue

Preparation:

- Identify the star you will profile for this project. Use the magazines to find ideas if you need help.
- Find photos of the person you wish to profile. (If you can't find photos you can draw the celebrity instead.)
- Brainstorm words you will use in the description of the celebrity.
- Together write a short description of the person you have chosen, focusing on the descriptive words you have learned in this **etapa**.
- Prepare the layout on the poster board. Decide where you will put the pictures and the description you wrote.
- After correcting your description, put the article together, gluing the pictures on the poster board and writing in the description.
- Present your profile to the class.

Pacing Suggestion: following the presentation of personality characteristics in the *Pupil's Edition*.

Una nueva
estrella de
cine

PROJECTS



PROJECT 2

¿Lo has hecho ya?

Working in groups of four, create a board game that is based on the life experiences of the people who will be playing it. You need to come up with a list of things that you and other students in your class may have done (**Ya he hecho...**) and another list of things students probably haven't done yet (**Todavía no he hecho...**). Your game should offer a way for players to advance on the game board based on correct predictions about the activities others have done or haven't done. As a group decide how players will advance and what the rules of the game will be. Once you have created your game, try it out, make any necessary adjustments, and present it to the class.



Materials: one piece of poster board per group, colored markers or pencils, additional paper or cardboard for cutting, scissors, a pair of dice, glue

Preparation:

- As a group, brainstorm the format of your game. Will it involve answering questions, or guessing what others will answer? Will there be cards with possible activities on them or will there be teams who have to come up with ideas for activities? How will players move around the board? What are the penalties for not answering correctly? Whatever you come up with, it must involve having players say what they have and haven't done: **He jugado tenis, pero no he jugado golf.**
- Write the instructions for the game. Make sure they are clear enough so that everyone can understand them easily.
- Prepare a game board on poster board.
- Create question cards or any additional materials that are needed to play the game.
- Test your game by playing it with the members of your group.
- Make any adjustments necessary to make sure that the game actually works.
- Present your game to the class.

Pacing Suggestion: following the presentation of the present and past perfect tenses in the *Pupil's Edition*.

Nombre _____

Clase _____

Fecha _____

LEARNING SCENARIOS



SCENARIO 1

¡Haz una cita!

Working in groups of five, stage a televised interview in Spanish of your favorite musician. Choose people to play the roles of the emcee, the musician, and the three interviewers. The emcee and the three interviewers should come up with lists of questions. The musician should write a list of characteristics that will help create a picture of the musician's personality. Once the lists are complete, conduct the interview!

SCENARIO 2

Los apodos

Based on the information about nicknames in your textbook, work in groups of three to create a list of people you know and their nicknames. Compare those nicknames to the ones in your textbook. How do they compare? Do you think that nicknames in English are substantially different from those in Spanish? Do you think that nicknames are an important part of your culture? Try to draw some conclusions, based on the information you have gathered.



1	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	5.2 Lifelong Learning	

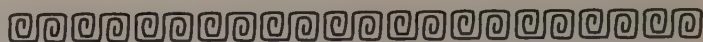
2	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	2.1 Cultural Practices	
	2.2 Cultural Products	
	3.2 Acquiring Information	
	4.1 Language Comparisons	
	4.2 Cultural Comparisons	

Nombre _____

Clase _____

Fecha _____

LEARNING SCENARIOS



SCENARIO 3

¿Quién soy yo?

Working in groups of six or eight, divide into two separate teams. Create a list of six famous characters from literature (Robin Hood, Don Quijote, Mary Poppins, etc.) Then, using the list of words in the **En resumen** section of your textbook, along with others you know, create a list of words that describes each character. Act out each character for the other team, using only the list of words for that character as spoken clues, along with any actions or information you can pantomime. The team who is able to guess the most characters correctly wins.

SCENARIO 4

¿Cómo se dice... ?

Throughout your study of Spanish, you've learned that there are often many ways to say the same word, based on which Spanish-speaking country you're in. Work in a group of three and choose three words from the **En resumen** section of your textbook that relate to physical appearance (for example, **anteojos**, **flequillo**, **esbelto**) or personality (for example, **atrevido**, **considerado**, **vanidoso**). Then, ask Spanish-speakers in your community or consult an English-Spanish dictionary to come up with other words that mean the same thing. If the words are particular to a certain region of the Spanish-speaking world, note that information as well.



3	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	3.1 Making Connections	

4	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	2.2 Cultural Products	
	5.1 School and Community	
	5.2 Lifelong Learning	

Nombre _____

Clase _____

Fecha _____

CHANGE-OF-PACE ACTIVITIES



ACTIVIDAD 1

¿Qué hacías tú cuando... ?

In groups of 8 to 10 students, sit in a circle. Before beginning this game, you may want to review the formation of the imperfect tense in the **En vivo** section of the *Pupil's Edition*. To start the game, the first student will begin by saying what he or she was doing when the aliens landed. (**Cuando llegaron los extraterrestres, yo hacía la tarea**). The next student will repeat what the first student said and add on a verb to say what he or she was doing. (**Cuando llegaron los extraterrestres, Susan hacía la tarea y yo preparaba la cena**.) The game will continue around the circle, with each student repeating what was said before and adding on an additional activity, until the list becomes too long for the next student to remember.

ACTIVIDAD 2

¿Quién soy yo?

Form groups of three or four. One person will think of a person, place or thing. To begin the game, he or she will announce **Soy una persona, Soy un objeto** or **Soy un lugar**. The other members of the group will try to guess the object, asking questions that can be answered by **Sí** or **No**, and using the vocabulary from the **En resumen** section of the *Pupil's Edition*, along with other words you already know. Keep track of the number of guesses it takes to come up with the correct answer. The person whose idea was most difficult to guess is the winner.

ACTIVIDAD 3

Me llamo...

Form groups of five or six and sit in a circle. Starting with the first letter of the Spanish alphabet and using the list of words in the **En resumen** section of the *Pupil's Edition*, along with other words you know, create sentences similar to the following for each letter. **A: Me llamo Ana y soy amable. B: Me llamo Beto y tengo bigote**. Before you begin, review the uses of **ser** and **estar** in the **En acción** section of the *Pupil's Edition*. Try to go the whole way through the alphabet, taking turns around the circle. If no one can think of a name or word for a certain letter, skip it and go on to the next.

Nombre _____

Clase _____

Fecha _____

ACTIVIDAD
4

Por un lado...

Form groups of five and divide into two teams of two, with one person acting as a moderator. The moderator will choose a topic and the two teams will discuss the subject from all angles, using the list of expressions for comparisons in the **En acción** section of the *Pupil's Edition*. The moderator should begin by saying the topic and then pointing at one of the teams to start. For example, if the topic is **Los partidos de fútbol**, the first team might begin by saying **Lo mejor de los partidos de fútbol son los jugadores**. The other team might continue by saying **Lo peor de los partidos de fútbol son los aficionados**. Once all the expressions have been used, the moderator will decide which team is the winner. That team will choose the next moderator, the old moderator will take that player's position on the team, and the game will continue with a new topic.

ACTIVIDAD
5

Categorías

Form groups of four. Look at the following chart and fill in the names of at least two famous people, musical groups, television shows, or other items for each of the categories shown. Everyone in your group must agree before you can add an item to the chart. Once you and your team have made your choices, compare them with those of the other groups. Be prepared to defend your decisions!

desagradable	vanidoso(a)	cómico(a)	talentoso(a)	interesante	guapo(a)
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.

ACTIVIDAD
7**Pasatiempo: ¿Cómo soy?**

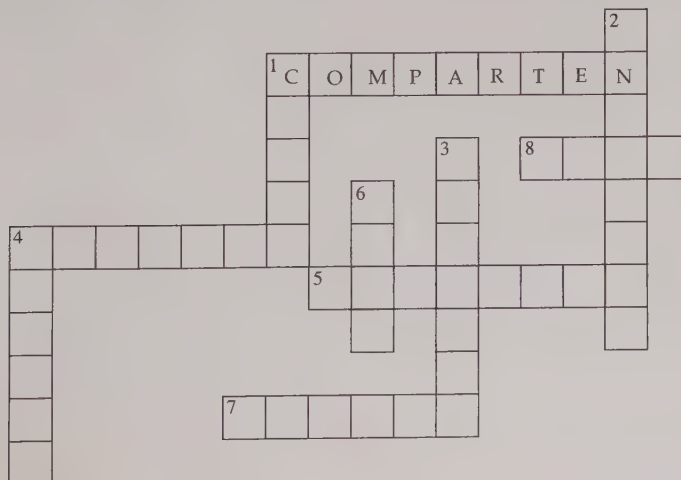
The answers to this crossword puzzle are all words that relate to describing yourself and others. Use the clues provided to complete the puzzle. When necessary fill in the blank in the clue with the correct word and then fill it into the puzzle. The first one has been done for you.

ACROSS

1. Lidia y Linda son hermanas. No son mimadas, comparten todo — la ropa, los libros, los discos compactos, ¡todo!
4. Marcos no es flaco; tiene un cuerpo _____.
5. A Javier le gusta hacer todo tipo de deportes peligrosos. Es muy _____.
7. Benito los hace reír a todos porque siempre es muy _____.
8. Olga es una buena amiga porque siempre es muy _____ con sus amistades.
10. Al contrario, Gregorio no tiene muchos amigos — es todo lo _____ de Olga.
11. Alberto y Luisa se respetan mucho y siempre pueden _____ sus diferencias.
12. Fernando ya no lleva anteojos — tiene _____.

**DOWN**

1. El Sr. Covarrubias no tiene mucho pelo — es _____.
2. La Sra. Covarrubias no ve muy bien y tiene que llevar _____.
3. A Hilario no le gusta ducharse en el gimnasio porque es muy _____.
4. Marta no es rubia, ni morena; tiene el pelo _____.
6. Teresa es una persona amable; siempre _____ contenta.
7. Otra palabra para el pelo es _____.
9. La cara de Antonio _____ triangular.



Nombre _____

Clase _____

Fecha _____

BLOCK SCHEDULING HOMEWORK OPTIONS**Day 1** Due Date _____

- ☐ Choose 1 option: (1) create a vignette of yourself on an index card, with a photo or drawing on one side and characteristics on the other, or (2) make a drawing and description similar to those on p. 36 of your *Pupil's Edition*.

Day 2 Due Date _____

- ☐ Complete *Actividades 2* and *9* in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, pp. 15–18.
- ☐ *Cuaderno para hispanohablantes*, pp. 13–14.

Day 3 Due Date _____

- ☐ Complete *Actividades 10* and *13* in *Pupil's Edition* in writing.

Day 4 Due Date _____

- ☐ Complete *Hazlo tú*, p. 49.
- ☐ Review for *Etapa 1* Exam.

Day 5 Due Date _____

- ☐ Preview *Etapa 2* Opener, pp. 54–55.

PROJECTS

PROJECT
1

El desfile de moda

Working in groups of four, imagine you are buyers for a large department store. You have been asked to go to a Spanish-speaking country for a buying trip. You need to decide which season you will be buying merchandise for, and then search for photos of clothing and accessories that are appropriate for that season. After you locate the photos, write captions describing each article of clothing or accessory shown. Once you have prepared your merchandise list, present it to the class.



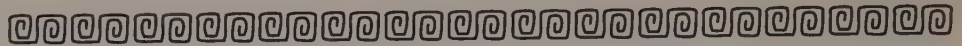
Materials: one piece of poster board per group, colored markers or pencils, glue, old fashion and celebrity magazines, scissors

Preparation:

- Choose the season you want to buy merchandise for.
- Look for the pictures you will use.
- Write two to three sentences about each photo, concentrating on a description of the clothing and accessories pictured, as well as your group's opinion of each item.
- Prepare a layout on the poster board. Decide where you will put the pictures and the sentences you wrote.
- After you correct your sentences, make the layout of your merchandise presentation by gluing the photos on the poster board and writing in the descriptions.
- Choose one person to be the narrator and present your poster to the class.

Pacing Suggestion: following the presentation of opinion vocabulary in the *Pupil's Edition*.

PROJECTS

PROJECT
2

Una encuesta

Working in groups of six to eight, create a survey form that you can use to ask your classmates about what pastimes they enjoy. Create a list of at least eight pastimes and then write them down on a sheet of poster board. Try to include a range of typical and not-so-typical hobbies. Then, survey the members of your group to see how many people have done each activity. After the other groups complete their surveys, present your results to the class and compare your findings with those of the other groups.



Materials: one piece of poster board per group, colored markers or pencils

Preparation:

- Brainstorm a list of at least ten activities. Make sure your list includes some activities that are fairly common and some that are not so common.
- Write your list of activities on the poster board, with room underneath each one to keep track of the number of people who do that activity.
- Survey your group for each activity, asking how many people do it. Write that number under the activity on the poster board.
- Once the rest of the class has completed their surveys, choose one person in your group to give the results of your survey. One person should keep a tally of all the findings on the blackboard so that you will have information about everyone's favorite pastimes.

Pacing Suggestion: following the presentation of pastimes in the *Pupil's Edition*

LEARNING SCENARIOS



SCENARIO 1

¿Cómo se viste?

Working in groups of four or five, create a list of five very different types of people. These can include categories such as "the athlete," "the business person," "the social butterfly," etc. Try to use different types than the ones shown in the **En contexto** section of the *Pupil's Edition*. Then, for each type of person you have chosen, write a complete description of what you would expect him or her to be wearing on a given day. Be sure to include any accessories or information about hair and makeup that you think will enhance your description!

SCENARIO 2

Los atletas famosos

Working in groups of four, come up with four sports or pastimes you would like to investigate. Each person in the group should choose one activity. Outside of class, do research on your sport or activity, including information on whether or not it is popular in the Spanish-speaking world and if there are any famous Spanish-speaking athletes who participate in this activity. You may do your research in the library or the Internet. Once you have collected your information, prepare a short report on the four activities and present them to the rest of the class.



1	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	2.2 Cultural Products	
	5.2 Lifelong Learning	

2	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	2.1 Cultural Practices	
	3.2 Acquiring Information	
	4.2 Cultural Comparisons	
	5.1 School and Community	

LEARNING SCENARIOS

SCENARIO
3**¡Es demasiado caro!**

Work in pairs. Role-play a parent and teenage son or daughter who are about to go clothes shopping in preparation for the beginning of school. Before you begin, each person should prepare a list of items he or she thinks are necessary, along with an estimated cost per item. Once your list is complete, total the cost of all the items to arrive at how much you think the shopping trip should cost. Then, role-play the shopping trip and see how closely each person's idea of a shopping budget coincides with the other's! Make sure the other person clearly understands how much you think should be spent and why.

SCENARIO
4**La ropa de hoy**

Work in groups of four or five. Make a list of as many pieces of traditional clothing from around the Spanish-speaking world as you can. Your list might include items such as **huipiles** (embroidered Guatemalan shirts), **sarapes** (woven Mexican wraps), and **guayaberas** (loose Caribbean-style shirts). If you can't remember the exact name of an item, but can describe it, put its description on the list. Then, divide the items among the members of your group. Find out the names of any items you described and learn about the origins of all the pieces. Compile the information you have found and write a short report for the class.



3 TARGETED STANDARDS	TEACHER'S REFLECTIONS
1.1 Interpersonal Communication	
1.2 Interpretive Communication	
3.1 Making Connections	
5.2 Lifelong Learning	

4 TARGETED STANDARDS	TEACHER'S REFLECTIONS
1.3 Presentational Communication	
2.2 Cultural Products	
4.1 Language Comparisons	
4.2 Cultural Comparisons	
5.1 School and Community	

CHANGE-OF-PACE ACTIVITIES



ACTIVIDAD 1

Voy a tener una fiesta...

Form groups of four to six. Each of you should choose a letter of the alphabet. Be careful to choose one that is commonly used in Spanish! Then, referring to the **En acción** and **En resumen** sections of the *Pupil's Edition*, take five minutes to describe a party you plan to have, mentioning everything you can about it that begins with the letter you chose. Be sure to include what you will wear and to use the future tense: **Voy a tener una fiesta. Será el martes. Comeremos mariscos y mermelada. Nos vestiremos a la moda nueva con muchas medallas y llevaremos monederos de mezclilla.** When the five minutes are up, the person who used the most words beginning with the letter they chose is the winner.

ACTIVIDAD 2

¡Una historia increíble!

Form groups of six. Each group should divide into two teams, each of which will write down a list of eight words from the lists of fashion and pastimes vocabulary from the **En resumen** section of the *Pupil's Edition*. The two teams exchange lists of words. Each team must use the list of words they received to write a short story that contains all of the words on the list. Each team will have 10 minutes to write their story. Once all the teams have completed their stories, they can read them to the class and the class can vote on whose story is the most creative, given the list of words that had to be incorporated.

ACTIVIDAD 3

La cadena

Form groups of six to ten. Sit in a circle. To begin the game, one person in the group chooses a word from the **En resumen** section of the *Pupil's Edition*. He or she uses that word to form a sentence that also includes the words **por** or **para**. For example: **Leo revistas para saber más de la moda.** The next student must take the last word in that sentence and use it in a new sentence, along with the words **por** or **para**: **La moda dura por una temporada.** The game will continue until the next player can't come up with a new sentence. Then he or she chooses a new word from the list and the game continues.

ACTIVIDAD
4

¿Realidad u opinión?

Form groups of six and divide into two teams. Each team will create sentences using the words from the **En resumen** section of the *Pupil's Edition*, along with others they know. The object of the game is to create sentences that are either fact or opinion and take turns presenting them to the opposing team. Once the other team hears the sentence, they must decide if it is fact or opinion. For example, **Las sudaderas no me gustan nada** is an opinion, but **Las sudaderas son ropa típica para los atletas** is fact. Each team wins a point when the opposing team fails to identify one of its sentences correctly. At the end of the game, the team with the most points wins.

ACTIVIDAD
5

¡Juguemos a la lotería!

Form groups of four and play bingo. Choose from the following words and expressions about clothing and fashion and fill in the grid below. (**La diseñadora, la moda, la temporada, el vestuario, la cadena, el prendedor, las sudaderas, formidable, genial, suelto, cómodo, el algodón, el cuero, el fleco, la lentejuela, los lunares, la mezclilla, el diseñador, el llavero, los pendientes, la seda, el poliéster, estampado, la lana, el monedero, la billetera, el bolso, horrible, pesado, estrecho**) One person in your group will be the caller and choose names from the list above at random. The person who wins will be the caller on the next round.

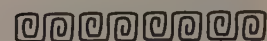
		GRATIS		

ACTIVIDAD
6
Pasatiempo: Las actividades

There are 10 words and phrases about pastimes and sports hidden in the puzzle. Complete the sentences with the appropriate vocabulary word or phrase, and then find it in the puzzle. Words may read across from left to right or down. Circle the words you find. Look at the example and then find the others.

- Si no te gustan los hoteles, siempre puedes acampar.
- Voy a ir a Chile para _____ en los Andes.
- Cuando vamos a Acapulco, queremos _____ para poder ver todo desde el aire sin el ruido de un motor.
- A mí no me gusta la naturaleza, pero sí me gusta _____ en la computadora.
- Para las personas que saben nadar, _____ es un deporte interesante.
- Vamos a _____ y es posible que regresemos con algo para la cena.
- Necesito botas nuevas porque quiero _____ los fines de semana.
- Me gusta _____ estampillas y monedas de otros países.
- Después de tomar muchas clases, mi amiga ya tiene su licencia para _____. Le gusta mucho volar.
- Me interesó mucho la película sobre Everest, porque a mí me gusta mucho _____.

E	C	I	N	M	R	S	L	E	O	P	D	B	Q	L	U	N	I	E	H
V	O	L	A	R	E	N	P	L	A	N	E	A	D	O	R	L	B	D	A
A	L	Ñ	S	U	V	I	A	B	Z	U	V	L	R	S	U	A	T	D	C
C	E	S	C	A	L	A	R	M	O	N	T	A	Ñ	A	S	S	D	U	E
A	C	C	O	Ñ	T	R	D	C	F	G	U	I	O	R	Ñ	T	D	Z	R
M	C	M	T	R	E	S	Q	U	I	A	R	E	N	E	L	A	G	U	A
P	I	L	O	T	A	R	U	N	A	A	V	I	O	N	E	T	A	M	L
A	O	L	U	S	E	R	T	D	I	B	O	J	A	V	M	O	N	T	P
R	N	U	R	L	I	C	E	N	A	V	B	C	U	T	O	L	E	Ñ	I
N	A	P	E	S	C	A	R	E	N	A	L	T	A	M	A	R	I	O	N
E	R	A	S	T	Q	U	A	N	L	S	I	O	N	D	P	Q	U	E	I
L	N	A	V	E	G	A	R	P	O	R	I	N	T	E	R	N	E	T	S
O	V	D	E	L	F	B	P	U	E	S	C	Z	R	L	E	Ñ	I	O	M
N	I	O	L	S	H	A	C	E	R	M	O	N	T	A	Ñ	I	S	M	O

BLOCK SCHEDULING HOMEWORK OPTIONS**Day 1 Due Date** _____

- ☐ Cut out 2 magazine pictures, 1 of a male and 1 of a female, and write a critique of what the people are wearing.

Day 2 Due Date _____

- ☐ Complete *Actividades* 3 and 5 in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, pp. 25–28.
- ☐ *Cuaderno para hispanohablantes*, pp. 23–25.

Day 3 Due Date _____

- ☐ Complete *Actividades* 11 and 15 in *Pupil's Edition* in writing.

Day 4 Due Date _____

- ☐ Complete *Hazlo tú*, p. 71.
- ☐ Review for *Etapa 2* Exam.

Day 5 Due Date _____

- ☐ Preview *Etapa 3* Opener, pp. 76–77.

PROJECTS

PROJECT
1

El sabelotodo

Working in groups of four, you are going to create a cartoon character similar to Manolo in the **En contexto** section of the *Pupil's Edition*. You will choose a defining characteristic for your character. For example, Manolo is described as **impossible**, but other ideas might be a know-it-all (**sabelotodo**), a space cadet (**despistado/a**), a mischievous person (**travieso/a**), or someone who's just inept (**incompetente**), among others. Once you've decided on the personality of your character, give it a name. Then, working as a group, take the chores mentioned in the **En contexto** section and write a list of how your character would handle each one, based on the personality you've given him or her. Once you've made the list, create a comic strip like the one with Manolo that shows your character in action. Then, present it to the class.



Materials: one piece of poster board per group, colored markers or pencils

Preparation:

- Brainstorm possible personality characteristics for your character, in addition to the ones mentioned above.
- Choose one major characteristic for your character and then give him or her a name that reflects that personality trait (if possible).
- Write a list of the household chores mentioned in the **En contexto** section of the *Pupil's Edition*.
- Decide how your character would approach and accomplish those tasks, based on his or her personality.
- On the poster board, draw a comic strip like the one with Manolo in it that shows your character doing the tasks you listed. Make sure the speech in the speech bubbles reflects your character's personality as well.
- Once your comic strip is completed, present it to the class.

Pacing Suggestion: following the presentation of household tasks in the **En contexto** section of the *Pupil's Edition*

PROJECTS

PROJECT

2

Letreros

Working in groups of six, imagine you are on a committee that has been given the task of updating the signs all around your school. Your task is to make them much more interesting and to try to have them reflect what actually goes on in and around the school building and campus. First brainstorm a list of at least ten ideas for what your signs might say. Once you have a list of ideas, write out the text for each sign. Then, using your posterboard, scissors and markers, create your signs. After you have completed them, present them to the rest of the class.



Materials: two to three pieces of posterboard per group, colored markers or pencils, scissors

Preparation:

- Brainstorm a list of ideas for your signs.
- Choose the six ideas that you like the best and create the actual text for the signs. You may want to review impersonal constructions with *se* in the **En acción** section of the *Pupil's Edition* before you begin.
- Edit your text as necessary to correct any errors.
- Cut up the poster board and use the markers to write the text on your signs. Make them as attractive as possible!
- Present your signs to the rest of the class.

Pacing Suggestion: following the presentation of impersonal constructions with *se* in the *Pupil's Edition*

LEARNING SCENARIOS



SCENARIO 1

1 El equipo de trabajo

Working in groups of three, imagine that you are a team from a house-cleaning service that has just arrived to work at a particularly messy house. Role-play your reactions upon arriving, then set about to create a list of tasks that need to be done, dividing the tasks among you. Make sure that you cover every room of the house and mention all the tasks that need to be done in each. Try to divide the tasks as efficiently as possible — is there one person who specializes in dusting, another in vacuuming or washing windows? Be creative in your approach to getting the work done as quickly as possible.

SCENARIO 2

2 Mis quehaceres

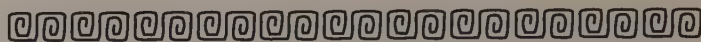
Work in groups of four. Each person in the group should write down a list of the household tasks they are expected to do each month, making sure to include everything that is expected of you. As a group, create a list of all the tasks mentioned, and how many people are expected to do each one. Then, each person in the group should go out and interview a Spanish-speaking person to collect the same information from him or her. Once the data has been collected, create a chart showing the two sets of results and present them to the class, along with observations on the data you have found.



1 TARGETED STANDARDS	TEACHER'S REFLECTIONS
1.1 Interpersonal Communication	
1.2 Interpretive Communication	
5.2 Lifelong Learning	

2 TARGETED STANDARDS	TEACHER'S REFLECTIONS
1.1 Interpersonal Communication	
1.3 Presentational Communication	
2.1 Cultural Practices	
3.2 Acquiring Information	
4.2 Cultural Comparisons	
5.1 School and Community	

LEARNING SCENARIOS



SCENARIO 3

Una historia oral

Working in pairs, create a list of questions that you can use to ask an older Spanish-speaking person that you know. Your goal is to create a short oral portrait of his or her life history. Include questions related to his or her interactions with family and friends, how he or she felt at various important stages of life, and what a typical day at home was like. Once you have created your list of questions, use a tape recorder to record the interview.

SCENARIO 4

Anécdotas

In groups of four, take turns telling a story about a situation in which you were very happy, sad, nervous, etc. Once each person in the group has told his or her story, the group votes to choose its favorite. Once all the groups have voted, the person selected from each group tells his or her story to the entire class, which votes to choose the favorite anecdote.

3	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	2.1 Cultural Practices	
	2.2 Cultural Products	
	3.1 Making Connections	
	3.2 Acquiring Information	
	4.1 Language Comparisons	
	4.2 Cultural Comparisons	
	5.1 School and Community	

4	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	5.2 Lifelong Learning	

CHANGE-OF-PACE ACTIVITIES



ACTIVIDAD 1

¡Memoria!

Work in groups of three. One person in the group will act as the moderator and create 20 flashcards, using the list of household tasks from the **En resumen** section of the *Pupil's Edition*. The moderator will choose ten tasks and write part of one task on one card and the second part of the task on a second card. For example: **regar** (card 1) **las flores** (card 2). Once the moderator has created all 20 cards, he or she will mix them up and put them face down on the table. The other two group members will take turns pointing to two cards each turn. The moderator will turn them over and see if they create a "match". Once a match is made, the person who made it takes those cards off the table and keeps them. The game ends when all the workable combinations have been removed from the table. The person with the most cards wins.

ACTIVIDAD 2

Categorías

Work in groups of six. Divide each group into two teams. Each team will use the list of vocabulary words at the end of the **etapa** and create as many categories as possible that relate to words from the list. Each category must have at least two entries under it in order to count as a category and must use all the words from the word list that apply. For example, using the words **ponerse nervioso(a)** and **sentirse frustrado(a)**, you could create the category of **Cómo nos sentimos cuando tenemos un examen**. Each team must create as many categories as it can within the space of 15 minutes. At the end of the time period, the team with the most categories is the winner.

ACTIVIDAD 3

Los chismes

The entire class sits in a circle. To begin the game, the first student creates a sentence using at least one item from the **En resumen** list in the *Pupil's Edition*. He or she whispers that sentence to the person on his or her left. That person whispers the sentence he or she heard to the next person, and so on. The last person to hear the sentence repeats what he or she heard out loud. The creator of the original sentence then tells the class what he or she said to begin with. How does it compare to the original sentence?

ACTIVIDAD
4

Los crucigramas

Work in groups of four. To begin the game, one student chooses any word from the **En resumen** list in the *Pupil's Edition* that is at least seven letters in length and writes it vertically on a piece of paper. For example:

B
A
S
U
R
E
R
O

Each student then takes turn creating a crossword puzzle by writing in a word that uses a letter of an already existing word. For example, the next student could write in the word **conectar** horizontally, using the final **o** in **basurero**. The game ends when the next student can no longer find a space to fit in a word from the list. Once the puzzle is complete, then write clues that correspond to the words and create an actual blank crossword puzzle, with your original diagram as the answer.

ACTIVIDAD
5

«Voy a... »

Work in groups of seven. Draw the following grid on your own paper and, in each square, write a vocabulary item from the list of household chores in the **En resumen** section of the *Pupil's Edition*. To start the game, choose one person who will be the recorder. Then, place the grid on a desk or on the floor and stand at a distance. Toss a coin or other kind of marker onto the grid. The participant must then take the vocabulary item indicated and use that word to create a sentence that is the beginning of a story. The next player must toss the marker again and use the next vocabulary item to create the second sentence in the story. (If a player lands on a square that has already been used, he or she loses his turn.) The recorder will write all the sentences down. The game ends when the next player can no longer add a sentence to the story or all the items have been used once. At the end of the game, the recorder will read back the story you have created.



ACTIVIDAD
6
Sopa de letras

Here are eight scrambled words from the **En resumen** section of the *Pupil's Edition* that relate to emotion. Use the cues provided to unscramble each item. Then, use the circled letter in each item to unscramble one more word that relates to human emotions and interactions.



1. Lo que hacen los enemigos: R E A D I O S

○ _____

2. Lo que hacen los amigos que viven en otros países: S T O F E N E E R A L E

_____ ○ _____

3. Lo que hace alguien cuando algo le interesa: R E A N M I A S

_____ ○ _____

4. Lo que hace alguien cuando está enojado: E S P A R E E L

_____ ○ _____

5. Lo que hacen las personas chismosas: T R I C H E M A S S O S C E N

_____ ○ _____

6. Lo que hacen dos personas cuando se ven en la calle: D E S U R L A S A

_____ ○ _____

7. Lo que hacen los amigos cuando uno tiene problemas: S P Y A O R E A

_____ ○ _____

8. Lo que hacen las personas en un equipo: Y E D R A U S A

_____ ○ _____

Now take the circled letters and unscramble them to answer the following.

9. Lo que hace una persona que no está de acuerdo con una idea:

BLOCK SCHEDULING HOMEWORK OPTIONS**Day 1 Due Date** _____

- ☐ Write answers to *¿Comprendiste?* questions, p. 79, and *Escribir*, p. 81.
- ☐ Complete *Actividad 2* in *Pupil's Edition* in writing.

Day 2 Due Date _____

- ☐ Complete *Actividad 6* in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, pp. 35–38.
- ☐ *Cuaderno para hispanohablantes*, pp. 33–36.

Day 3 Due Date _____

- ☐ Complete *Actividad 11* in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, pp. 39–40.
- ☐ *Cuaderno para hispanohablantes*, pp. 37–38.

Day 4 Due Date _____

- ☐ Complete *Hazlo tú*, p. 93.
- ☐ Review for *Etapa 3* Exam and Unit 1 Comprehensive Test.

Day 5 Due Date _____

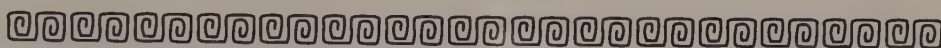
- ☐ Preview *Unidad 2* Opener: Read and study pp. 102–103.

Nombre _____

Clase _____

Fecha _____

PROJECTS



PROJECT 1

El periódico estudiantil

Working in groups of six, imagine that you are a group of reporters in charge of giving your student newspaper a "makeover". You need to decide what you like and what you don't like about the newspaper as it is now. Then, once you have decided which areas to replace, brainstorm new features that will take their place. What important topics should you cover in your first edition of the new paper? Once you decide what the content will be, create the front page of the new paper, complete with important stories and new features. Once your front page is complete, present it to the class.

Materials: one piece of poster board per group, colored markers or pencils, glue, scissors, old editions of the school newspaper

Preparation:

- Brainstorm a list of things you like and dislike about the current student newspaper.
- Once you have your list, create a new list that details all the changes you will make to the newspaper and what items you plan to keep.
- Give the new newspaper a different name that reflects its updated look.
- Create a layout that shows what will appear on the front page of your paper. Don't forget to include any new features as well as some existing ones.
- Write the text for any stories that will appear on the front page of your paper.
- Correct the text for the stories and prepare the front page of your newspaper on poster board. You can use photos from old editions of the school newspaper or draw new ones as needed.
- Once your front page is complete, present it to the class.

Pacing Suggestion: following the student newspaper layout in the **En contexto** section of the *Pupil's Edition*.

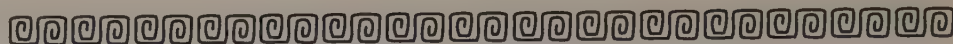


Nombre _____

Clase _____

Fecha _____

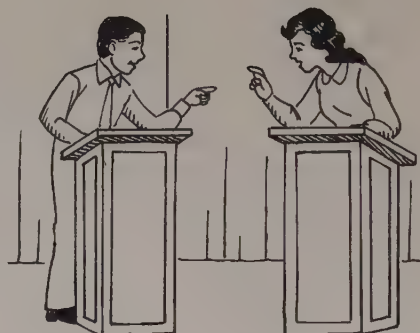
PROJECTS



PROJECT 2

¡Un debate!

The entire class will divide into three groups. Each of the first two groups will declare itself a political party, establish a platform of things it wishes to accomplish, and select a candidate to represent their party. Working together, members of these two groups must create a list of action items geared to solving various problems they identify in the school or in the community in general. Once the political platform has been created, the student chosen as the party's candidate will debate the candidate of the opposing team in order to clearly explain their party's agenda and why is it preferable to the opposing party's. The third group of students will be voters who watch the debate and then cast their votes for one party or the other. Each student in this group should give a short summary of why he or she voted for that party. After the voting is over, the party with the most votes wins.



Materials: one piece of poster board per group, colored markers or pencils, glue, scissors

Preparation:

Party members:

- Brainstorm a basic list of concerns for your political party and choose a name for it.
- Identify problems that you see in school or in the community and decide what your party can do to solve those problems.
- Create a political platform with your party, including a list of action items.
- Choose a candidate to represent your party in the debate.
- Make signs and buttons with slogans that support your party and candidate.
- Your candidate will debate the opposing party's candidate and explain your party's platform to the voters.

Voters:

- Listen carefully as the candidates debate and take notes on what each party would do if elected.
- Once the debate is over, decide which candidate you prefer and why.
- Cast your vote for one of the candidates and explain briefly why you chose that person.

Pacing Suggestion: following the presentation of the debate in the *En vivo* section of the *Pupil's Edition*.

LEARNING SCENARIOS**SCENARIO 1****¡Hay tanto que hacer!**

Working in pairs, role-play a conversation between the chairperson of a volunteer organization and a person he or she is trying to recruit as a volunteer. The chairperson presents the "recruit" with a variety of volunteer opportunities, but he or she continues to make excuses.

SCENARIO 2**Comunidades**

Working in groups of four, choose a Spanish-speaking country. Then choose four types of community service that you would like to investigate. Each member of the group will choose one topic and then research it in relation to the Spanish-speaking country chosen by the group. Once you have collected your information, compile a report and present it to the class.



1	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	4.1 Language Comparisons	
	5.1 School and Community	
	5.2 Lifelong Learning	

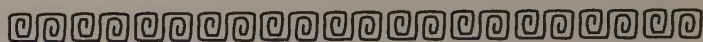
2	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	2.1 Cultural Practices	
	2.2 Cultural Products	
	3.1 Making Connections	
	3.2 Acquiring Information	
	4.2 Cultural Comparisons	

Nombre _____

Clase _____

Fecha _____

LEARNING SCENARIOS



SCENARIO 3

¿Me puede ayudar...?

Working in groups of three, choose a community issue that is of particular importance to you. Once you choose the issue, draft a letter asking for volunteers to help you take action to address that issue. Once you have edited your letter to make it as courteous as possible, rewrite it and share it with the rest of the class.

SCENARIO 4

Nuestros héroes

Working in groups of four, brainstorm a list of people who could be considered heroes to their community, like Rigoberta Menchú. These people can come from any country or any culture. Then, choose one to research. Divide his or her life into areas and each person should choose an area to research. The group should compile the information and write a report in Spanish about that community hero.



3	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.3 Presentational Communication	
	2.1 Cultural Practices	
	3.2 Acquiring Information	
	4.1 Language Comparisons	
	5.1 School and Community	

4	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	3.1 Making Connections	
	5.2 Lifelong Learning	

CHANGE-OF-PACE ACTIVITIES



ACTIVIDAD 1

Simón dice...

The entire class plays this game together. Choose one person to be the leader. He or she will come to the front of the class. Using the **usted** command forms reviewed in the **En acción** section of the *Pupil's Edition*, he or she will give orders to the class such as **Levanten la mano izquierda**, **No levanten la mano derecha**, **Siéntense**, etc. The class must obey his or her commands, but only if they begin with **Simón dice**. If someone obeys an order that does not begin with **Simón dice**, he or she must sit down and drop out of the game. The game continues until only one person is left standing. That person becomes the new Simón.

Ideas for commands: **levantar la mano izquierda/derecha**, **sentarse**, **ponerse de pie**, **abrir el libro**, **cerrar el libro**, **caminar a la izquierda/derecha**, **mirar arriba/abajo**.

ACTIVIDAD 2

Pantomimos

Form groups of eight to ten. Each group will divide into two teams. Using the vocabulary, create cards with actions that can be acted out like charades. Each team should create six actions on separate cards and fold them up. Each team's cards will be put in a separate container, and the first team will draw a card from the other team's container. The person on that team who draws the card must then act out the action listed on the card, without using words. Team members have two minutes to guess what the action is in order to win a point. The game continues, alternating turns, until all the cards have been used. If two cards duplicate each other, the team with the duplicate must create a new card. After all the cards are used, the team with the most points wins.

ACTIVIDAD 3

La cadena

Form groups of six to eight. One player will begin the game by choosing a word from the vocabulary and creating a sentence. For example, **Siempre dono dinero al centro de la comunidad**. The next person must use a word from that sentence in a sentence that takes the story in a different direction. For example, **Hay un centro de la comunidad cerca de mi casa**. The next person might then say **Mi abuela vive en casa con nosotros y a ella le gusta trabajar de voluntaria**. The game continues until the next player can no longer come up with a valid sentence.

Nombre _____

Clase _____

Fecha _____

ACTIVIDAD
4**¡Otra palabra, por favor!**

Form groups of six to eight. The object of the game is to create the longest sentence you can, using the sentence starters below and incorporating conditional tense forms as reviewed in the **En acción** section of the *Pupil's Edition*. The first player will choose one of the sentence starters and then add onto it. For example, **Al ganar la lotería...compraría un Porsche**. The next student must repeat the entire sentence and then add on their own portion: **Al ganar la lotería, compraría un Porsche...y donaría dinero a la escuela**. The game continues until the next player can no longer remember all the parts of the sentence. At that point, he or she chooses another sentence starter and begins again.

Sentence starters:

Al ganar (*if I won*) **la lotería...****Al viajar** (*if I traveled*) **por todo el mundo...****Al tener poderes mágicos** (*if I had magical powers*)...**Al conocer** (*if I knew*) **a una persona famosa...****Al ser invisible...**ACTIVIDAD
5**Juguemos a esto...**

The entire class sits in a circle. Use the list of words in the **En resumen** section, along with other words you already know, and review of **nosotros** command forms in the **En acción** section of the *Pupil's Edition*. Begin with the first letter of the alphabet. The first player must come up with a sentence that begins with a **nosotros** command starting with the letter **a**. For example: **Ayudemos a los demás**. The next player must come up with a sentence that begins with the letter **b**. If you can't come up with a word that begins with the appropriate letter, allow someone else in the group to use it, and if they can, the game continues from there. If no one can come up with an answer for that letter, skip it and go onto the next.

ACTIVIDAD
6**¡A dibujar!**

Form groups of four. Using a large sheet of paper, the first person will draw a general background scene, such as a park, a classroom, a beach, a city street, etc. Then, team members will take turns drawing people, places or situations that reflect items from the vocabulary. Each team will have 10 minutes in which to complete their drawings. At the end of that time period, the team shares their completed drawing with the class. The class must identify all the items from the list that are depicted. The team with the most successful number of items identified wins.

Nombre _____

Clase _____

Fecha _____

ACTIVIDAD
7

Pasatiempo: Tú y la comunidad

The answers to this crossword puzzle are all words that relate to community service. Use the clues provided to complete the puzzle. When necessary fill in the blank in the clue with the correct word and then fill it into the puzzle. The first one has been done for you.

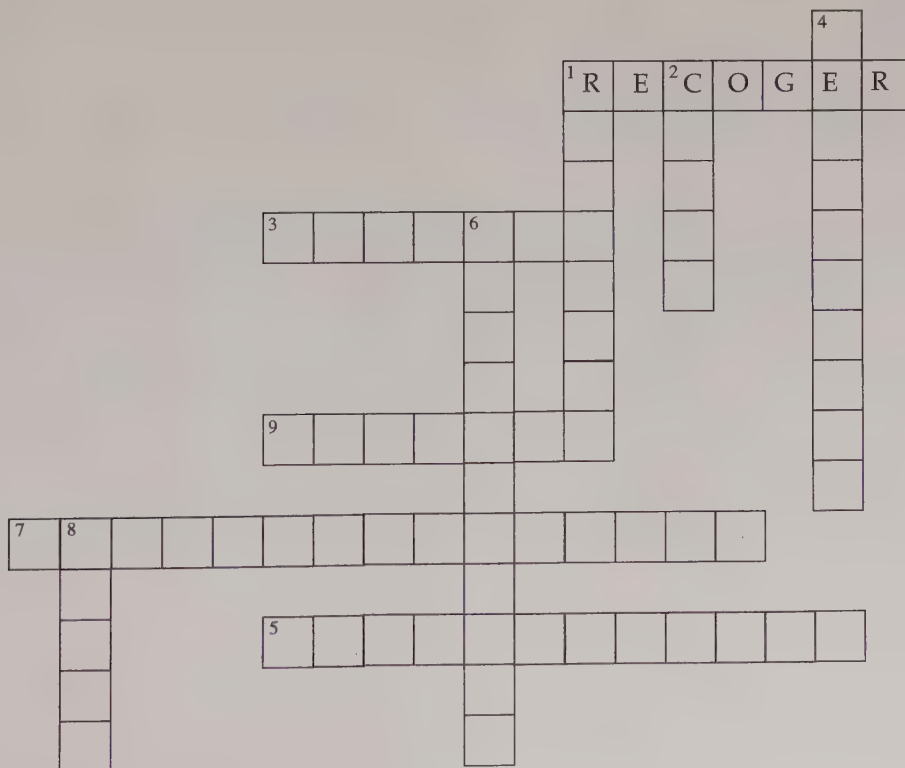


ACROSS

1. Para mantener limpios los parques es necesario recoger basura.
3. Para indicar que no es posible ayudar, dices <<_____.>>
5. Todos tenemos que _____ el prejuicio.
7. Para informar a los otros es necesario _____.
10. and 11. Tenemos que plantar árboles en el parque. Voy a _____ (10) un _____ (11).

DOWN

1. No es fácil _____ todos los problemas de la comunidad.
2. Los políticos tienen que _____ programas nuevos para la comunidad.
4. El _____ económico es importante para luchar contra la pobreza.
6. La dignidad es un derecho que tiene _____.
8. _____ dinero es una manera importante de ayudar a los demás.
9. Es importante _____ la belleza natural.

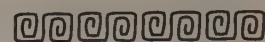


Nombre _____

Clase _____

Fecha _____

BLOCK SCHEDULING HOMEWORK OPTIONS



Day 1 Due Date _____

- ☐ Create a poster similar to the one on p. 110 in the *Pupil's Edition*, dealing with issues relevant to your school.

Day 2 Due Date _____

- ☐ Complete *Actividades* 2, 6, and 8 in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, pp. 45–48.
- ☐ *Cuaderno para hispanohablantes*, pp. 43–44.

Day 3 Due Date _____

- ☐ Complete *Actividades* 9 and 13 in *Pupil's Edition* in writing.

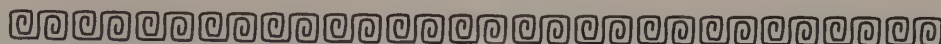
Day 4 Due Date _____

- ☐ Complete *Hazlo tú*, p. 123.
- ☐ Review for *Etapa 1* Exam.

Day 5 Due Date _____

- ☐ Preview *Etapa 2* Opener, pp. 128–129.

PROJECTS

PROJECT
1

Una campaña interesante

Working in groups of four, imagine you are a team working for an advertising firm in a Spanish-speaking country. You need to come up with an advertising campaign similar to the one present in the **En vivo** section of the Pupil's Edition. You will need to come up with a slogan for an advertising campaign urging people to protect the environment. The campaign will include a print ad, a billboard, a radio ad and a television ad. First brainstorm the basic idea behind your campaign and then create a slogan that will be used in all four types of advertisements. Then, either working as a group or dividing the ads among the group members, create the print ad, billboard, radio ad and television ad using that slogan. Once your ad campaign is complete, present it to the class.



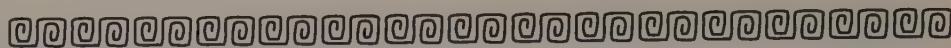
Materials: three pieces of poster board per group, colored markers or pencils, glue, scissors, old copies of magazines

Preparation:

- Brainstorm ideas for a slogan for your campaign.
- Once you decide on your slogan, decide how you will create the ads. Do you want to work on all of them as a group, or will you divide them up between group members?
- Once the text is complete for the four advertisements, review it as a group and make any changes necessary.
- Use one piece of poster board to create your billboard. Use the second piece to show your print ad and the text for your radio ad. Use the third piece to show the storyboard for your television commercial and the text that goes with each scene.
- Once your ad campaign is complete, present it to the class.

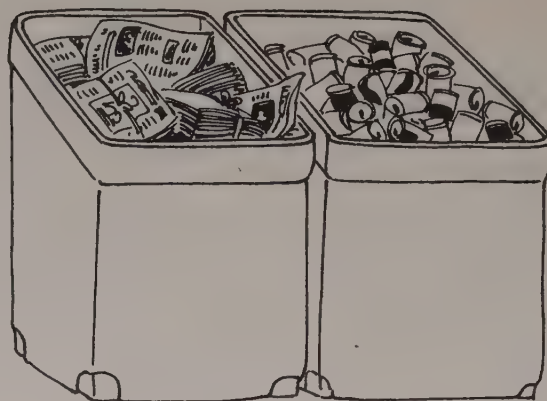
Pacing Suggestion: following the presentation of environmental vocabulary in the **En vivo** section of the *Pupil's Edition*.

PROJECTS

PROJECT
2

El centro de reciclaje

Working as a class, create a recycling center for materials found in your classroom. You will need to select one person to be the recorder. He or she will write down ideas that the class brainstorms about how to set up a recycling program. Once the class has brainstormed the ideas, he or she will read them back and the class will vote on how the recycling center will be organized. Once those decisions have been made, divide into groups that will handle each aspect creating the center. For example, you will need to make containers for recycling various kinds of materials, along with signs directing people where the recycled items should go. Once you have completed the center, the recorder will take the class on a "tour" of the new facility, and each group will report on their section.



Materials: 6-8 large boxes or plastic containers, 2-3 large sheets of posterboard, scissors, colored markers or pens, glue

Preparation:

- Choose a recorder to write down your ideas on the blackboard.
- As a class, brainstorm a list of ideas for what your recycling center will include. What will you recycle — glass, newspaper, paper, cardboard, etc.? Where will the center be located? How will the various sections be labeled and identified? Will there be any rules about how to use it?
- Once your list is complete, the recorder will read back the ideas and the class will decide on the center's final form.
- Divide the class into action groups that will work to create the various stations of the recycling center. Don't forget to create a group that will deal with signs and posters.
- Create the recycling center and recycle any materials that are already in the classroom.
- Once the center is complete, the recorder will give a "tour" through the new facility and each group will give a brief report of what their section does.

Pacing Suggestion: following the presentation of environmental vocabulary in the *En acción* section of the *Pupil's Edition*.

LEARNING SCENARIOS



SCENARIO 1

1 Una investigación

Working in groups of three or four, create an investigative journalism piece about environmental problems in your community for a local Spanish television station. Decide who will play the different roles. Then, brainstorm a list of ideas for your piece. Research one in the library, over the Internet or by doing "person on the street" interviews. Compile your information and, as a group, present it to the class.

SCENARIO 2

2 Palabras en español

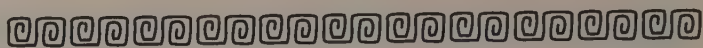
Because the United States was settled by the Spanish in its early history, many geographical locations and cities have names that relate to Spanish. Working in groups of three, make a list of the many Spanish names for cities, rivers, lakes, mountains, deserts, etc., that you can locate on a map of the United States. Once your list is complete, share it with the class to see who came up with different names from the rest.



1	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.3 Presentational Communication	
	3.1 Making Connections	
	4.1 Language Comparisons	
	5.1 School and Community	

2	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	2.2 Cultural Products	
	3.1 Making Connections	
	3.2 Acquiring Information	
	4.1 Language Comparisons	

LEARNING SCENARIOS



SCENARIO
3

¿Cómo protegen el medio ambiente?

Work in groups of four. Choose a Spanish-speaking country that you would like to research. Then, assign each member of the group one of the following topics to investigate: pollution, recycling, population growth, conservation lands. You may conduct your research in the library, over the Internet, or by talking to a Spanish-speaking person from that country. Once your report is complete, share it with the rest of the class.

SCENARIO
4

Sesenta Minutos

Working in pairs, imagine that you are participating on a hard-hitting investigative journalism program in Spanish called "Sesenta Minutos". One of you will play the role of the program's interviewer, while the other will play the role of a CEO whose company has been guilty of a variety of environmental crimes. The interviewer will question the CEO and try to get him or her to admit that his company has behaved badly. The interviewer and CEO should both try to incorporate **Es bueno... / Es malo...** constructions in their conversation.



3	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	2.1 Cultural Practices	
	2.2 Cultural Products	
	3.2 Acquiring Information	
	4.2 Cultural Comparisons	
	5.1 School and Community	

4	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	5.2 Lifelong Learning	

CHANGE-OF-PACE ACTIVITIES



ACTIVIDAD 1

¿Quién soy yo?

Form groups of three or four. One person will think of a person, place or thing. To begin the game, he or she will announce **Soy un objeto** or **Soy un lugar**. The other members of the group will try to guess the object, asking questions that can be answered by **Sí** or **No**, and using the vocabulary from the **En resumen** section of the *Pupil's Edition*, along with other words you already know. Keep track of the number of guesses it takes to come up with the correct answer. The person whose idea was most difficult to guess is the winner.

ACTIVIDAD 2

¿Realidad u opinión?

Form groups of six and divide into two teams. Each team will create sentences using the words from the **En resumen** section of the *Pupil's Edition*, along with others they know. The object of the game is to create sentences that are either fact or opinion and take turns presenting them to the opposing team. Once the other team hears the sentence, they must decide if it is fact or opinion. For example, **El smog es un tipo de contaminación** is a fact, but **El smog es feo porque no se puede ver el cielo** is opinion. Each team wins a point when the opposing team fails to identify one of its sentences correctly. At the end of the game, the team with the most points wins.

ACTIVIDAD 3

Categorías

Form groups of four. Look at the following chart and fill in the names of at least two items from the **En resumen** list in the *Pupil's Edition* for each of the categories shown. Everyone in your group must agree before you can add an item to the chart. Once you and your team have made your choices, compare them with those of the other groups. Be prepared to defend your decisions!

Es bueno que...	Es malo que...	Es importante que...	Es peligroso que...	Es ridículo que...	Es probable que...
1.	1.	1.	1.	1.	1.
2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.

ACTIVIDAD
4
¡Vamos a jugar a la lotería!

Form groups of four and play bingo. Choose from the following words and expressions about clothing and fashion and fill in the grid below. (el combustible, el planeta, la población, los recursos naturales, la tierra, el aerosol, la capa de ozono, el contaminante, el químico, el smog, la botella, el cartón, la lata, el plástico, el bosque, el cielo, el clima, la colina, el ecosistema, las especies, la selva, la sequía, el valle, la naturaleza, la altura, la piedra, el derrame de petróleo, el desperdicio, la destrucción, el programa de reciclaje) One person in your group will be the caller and choose names from the list above at random. The person who wins will be the caller on the next round.

		GRATIS		

ACTIVIDAD
5
¡Superhéroe!

Form groups of six. To begin the game, brainstorm ideas for the name of a superhero, male or female, who is a protector of the environment. Give him or her a name. What special skills does your superhero have? Once you have created your character, create a comic strip starring him or her. The first person in your group will draw the first frame. Be sure to include all dialogue in Spanish in speech bubbles. Then, once the first frame is complete, that person passes it on to the next person, who completes the second frame. After all six group members have completed their frames, present your comic strip to the rest of the class.

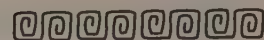
ACTIVIDAD
7
Pasatiempo: La naturaleza

There are 12 words related to nature hidden in the puzzle. Complete the sentences with the appropriate vocabulary word or phrase, and then find it in the puzzle. Words may read across from left to right and down. Circle the words you find. Look at the example and then find the others.



1. Cuando no llueve, hay sequía.
2. Cuando subes una _____ puedes ver muy lejos.
3. Muchas veces se puede encontrar minerales en las _____.
4. Los animales de la naturaleza son parte de la _____.
5. Hay muchas _____ de animales y pájaros en el bosque.
6. Cuando haces montañismo, puedes caminar a una _____ muy alta.
7. Un _____ tiene muchos árboles y plantas.
8. El planeta Tierra tiene muchos _____ diversos.
9. En la _____ tropical se encuentran jaguares y otros animales feroces.
10. La _____ del mundo incluye flores, malas hierbas y mucho más.

A	S	E	Q	U	Í	A	Q	U	E	N	L	F	L	E	T	N	U	Z	W
R	L	I	H	P	U	B	C	S	U	V	I	A	M	N	P	O	C	B	J
E	N	G	Y	L	W	R	M	I	P	B	K	U	V	L	C	H	D	A	B
S	U	C	O	L	I	N	A	Q	R	S	W	N	P	I	E	D	R	A	S
P	L	I	D	O	N	L	L	F	S	T	Z	A	L	O	V	Y	N	W	A
E	R	E	W	S	N	F	T	R	E	M	E	S	O	W	J	U	D	R	N
C	N	L	B	U	R	I	U	T	L	J	Q	I	Z	B	Y	D	I	H	G
I	D	O	L	R	G	H	R	B	V	E	U	L	V	R	S	O	A	V	A
E	R	W	H	D	O	Y	A	P	A	N	D	V	H	B	I	S	T	A	A
S	P	D	U	D	M	R	Y	F	L	V	H	E	W	O	T	W	S	L	O
Q	B	I	N	S	D	U	F	I	M	R	D	S	G	S	U	P	Z	L	B
E	C	O	S	I	S	T	E	M	A	N	P	T	I	Q	U	M	P	E	R
F	L	O	R	A	S	I	L	V	E	S	T	R	E	U	D	R	Y	B	I
Y	U	D	N	O	L	Y	V	B	F	G	I	E	L	E	T	H	Y	S	D

BLOCK SCHEDULING HOMEWORK OPTIONS

Day 1 Due Date _____

- ☐
- Complete
- Actividad 2*
- in
- Pupil's Edition*
- in writing.

Day 2 Due Date _____

- ☐ Complete *Actividades 6, 8, and 9* in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, pp. 53–54.
- ☐ *Cuaderno para hispanohablantes*, pp. 51–52.

Day 3 Due Date _____

- ☐
- Complete
- Actividad 12*
- in
- Pupil's Edition*
- in writing.

Day 4 Due Date _____

- ☐ Complete *Hazlo tú*, p. 145.
- ☐ Review *Etapa 2* Exam.

Day 5 Due Date _____

- ☐ Have students complete the assignment for *Conexiones*, p. 148.
- ☐ Preview *Etapa 3 Opener*, pp. 150–151.

PROJECTS

PROJECT
1

Un viaje increíble

Working in groups of four, imagine that you are preparing the script for a documentary in Spanish about a trip you took through the wilds of Central America. The documentary should include a brief description of your visit to each country and what you experienced there. You should also indicate in the script what visuals you will be showing while viewers hear the narration you are writing. Try to make your documentary as entertaining as possible. Don't leave out any exciting or humorous details! Once your script is complete, present it to the class.



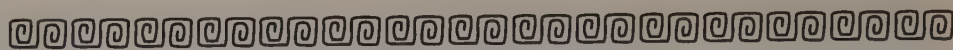
Materials: two pieces of poster board per group, colored markers or pencils, scissors, glue, old travel magazines or National Geographics with information about Central America

Preparation:

- Decide which Central American countries you will include in your documentary. You must choose at least three.
- Brainstorm a list of ideas for what you experienced in each place.
- Write the text that describes what happened in each country.
- Brainstorm a list of visuals — i.e., the video footage — that will accompany the narration.
- Correct the text you wrote.
- Create a storyboard for your documentary on the poster board. Show the visuals that you will use and write the accompanying text underneath.
- Once your storyboard is complete, present it to the class.

Pacing Suggestion: following the presentation of nature vocabulary about Central America in the *Pupil's Edition*.

PROJECTS

PROJECT
2

Una oferta especial

Working in groups of four, imagine that you own an outdoor store that specializes in camping equipment located in a Spanish-speaking neighborhood. You've had five very successful years and now you're planning your biggest sale ever. Work together to prepare a full-page newspaper advertisement for your blowout sales event. Come up with a catchy headline and concept for your piece. Then, be sure to include what items you offer and how much they will cost. Are you giving away any free prizes or other incentives to bring people to the store? Don't forget to include your store name, address and phone number.



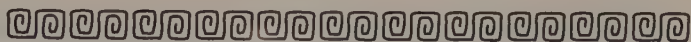
Materials: one piece of poster board per group, colored markers or pencils, glue, catalogues or advertisements for camping gear, scissors

Preparation:

- Brainstorm the name of your store and a slogan or theme for your sales event.
- Write the text for your advertisement.
- Look for the pictures you will use or draw your own.
- Write captions for the pictures, making sure to include price information.
- Correct the text for your ad.
- Create your one-page newspaper ad by gluing the pictures on the poster board and writing in the text.
- Present your ad to the class.

Pacing Suggestion: following the presentation of camping vocabulary in the *Pupil's Edition*.

LEARNING SCENARIOS



SCENARIO 1

¡Vamos a acampar!

Working in groups of four, imagine that you are preparing for a camping trip in a Central American country. You need to decide what you will see while you are there, as well as what supplies you will need to bring. First choose a country, then create an itinerary for your four-day visit. Finally, make a list of supplies you will need for your camping trip, including appropriate clothing for the climate there. When you have reached an agreement, present your plans to the rest of the class.

SCENARIO 2

¿Qué es «jaguar» en inglés?

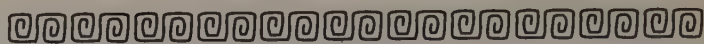
Many of the words for animals and birds that you learned in the **En contexto** section of the *Pupil's Edition* are words that originated in Spanish, because the wildlife they describe originated in Spanish-speaking countries. Working in groups of three, make a list of as many animals and birds as you can whose names are the same or very similar in both Spanish and English. (**tucán, ocelote, jaguar, iguana, pelícano, coyote, cocodrilo, anaconda, armadillo, boa constrictora**)



1	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	4.2 Cultural Comparisons	
	5.2 Lifelong Learning	

2	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	2.2 Cultural Products	
	3.2 Acquiring Information	
	4.1 Language Comparisons	
	5.1 School and Community	

LEARNING SCENARIOS



SCENARIO 3

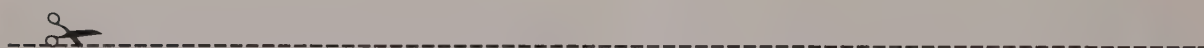
Los parques nacionales

Working in groups of three, choose one of the national parks described in the **En contexto** section of the *Pupil's Edition*. Prepare a report on the park you have chosen, dividing the research into three areas: overall description of the park, a description of what kind of outdoor activities can be done there, and a description of the park's flora and fauna. You may do your research in the library or over the Internet. Prepare a report and present it to the rest of the class.

SCENARIO 4

¡No es nada peligroso!

Working in pairs, role-play a dialogue between a parent and teenager. The teenager wants to go on a nature club trip to Costa Rica to go whitewater rafting on the rivers there. The parent thinks that this activity is too dangerous and doesn't want the teenager to go. Role-play their conversation, using subjunctive forms as necessary to express emotion, doubt and uncertainty. Both must make concessions to reach a compromise before the conversation can end.



3	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	2.1 Cultural Practices	
	2.2 Cultural Products	
	3.1 Making Connections	
	4.2 Cultural Comparisons	

4	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	4.1 Language Comparisons	
	5.1 Lifelong Learning	

CHANGE-OF-PACE ACTIVITIES



ACTIVIDAD 1

¿Puedes adivinarlo?

Work in groups of eight. Divide into two teams. Each person on the team will prepare two descriptions, each of which will describe a word presented in the **En resumen** section of the *Pupil's Edition*. The description will contain three sentences. Each sentence will progress from most difficult to least difficult. For example, to describe the word **búho**, you might write:

1. Mucha gente piensa que este animal es muy inteligente.
2. Duermen durante el día.
3. Vuelan y tienen ojos muy grandes.

Once all the descriptions have been written, put each team's into a box or other container. The beginning team chooses a description and the opposing team reads them the first sentence. If they guess correctly after the first sentence, they win three points. If they don't guess correctly, they go on to the next sentence. If they guess correctly after the second sentence, they win two points. If they guess correctly after the third sentence, they win one point. After one definition is completed it is the other team's turn. The game continues in this fashion until all the descriptions have been read. The team with the most points at the end of the game is the winner.

ACTIVIDAD 2

Animales

Work in groups of six. Divide each group into two teams. Each team will take the list of words for animals and birds in the **En resumen** section of the *Pupil's Edition* and create as many categories as possible that relate to words from the list. Each category must have at least two entries under it in order to count as a category and must use all the words from the word list that apply. For example, using the words **iguana**, **boa constrictora**, **tortuga**, and **serpiente**, you could create the category of reptiles. Be creative with how you categorize the words on the list! Each team must create as many categories as it can within the space of 15 minutes. At the end of the time period, the team with the most categories is the winner.

ACTIVIDAD
3**Animales muy raros**

Work in groups of five. Each person in the group must take the list of birds and animals in the **En resumen** section of the *Pupil's Edition* and morph two together to create a new and unusual animal. For example, by crossing an ocelot with a toucan, you get an exotic new creature, the **tucelote**. Create a description of your creature to go along with the name. For example, the **tucelote** could be a large black-and-white spotted bird with a big colorful beak. Once everyone has completed their descriptions, read them to the class, and take turns telling the rest of the group the name of your creature.

ACTIVIDAD
4**¿Qué estoy viendo?**

Form groups of three or four. Open the *Pupil's Edition* to the **En contexto** section. Using the pictures on those pages, play "I spy..." in Spanish. One student chooses a letter that begins an item shown on those pages and completes the sentence **Veó algo que comienza con la letra...** by saying the first letter in the name of the item chosen. The rest of the students guess the names of items shown that begin with that letter. The first student to guess the item chooses the next item.

ACTIVIDAD
5**¡Excusas y más excusas!**

Form groups of six. Refer to the explanation of the subjunctive with **cuando**, **en cuanto**, and **tan pronto como** in the **En acción** section of the *Pupil's Edition*. Using the topics provided, see who can give the most outrageous excuse for not doing the activity mentioned, using the subjunctive and one of the phrases listed above. After all the topics are used, the person with the most outrageous excuses overall is the winner.

ACTIVIDAD
6**¡Una historia increíble!**

Form groups of six. Each group should divide into two teams, which will write down a list of eight words from lists of camping and weather vocabulary from the **En resumen** section of the *Pupil's Edition*. The two teams exchange lists of words. Each team must use the list of words to write a short story that contains all of the words on the list. Each team will have 10 minutes to write their story. Once all the teams have completed their stories, they will read them to the class and the class will vote on whose story is the most creative, given the list of words that had to be incorporated.

ACTIVIDAD
7
Sopa de letras

Here are eight scrambled words from the En resumen section of the Pupil's Edition that relate to wildlife. Use the cues provided to unscramble each item. Then, use the circled letter in each item to unscramble one more word that relates to flora and fauna.



1. Este pajarito va de flor en flor: R I P L A C O F

○ _____

2. No quieres ver este pez peligroso cuando estás en la playa: B Ó T I R U N

_____ ○

3. Este reptil es muy común en Centroamérica: A G I N U A

○ _____

4. Este pájaro grande busca la comida por la noche: H O B Ú

_____ ○

5. ¡A este pájaro le encanta hablar!: R O O L

○ _____

6. Este reptil no tiene pies: T R E E P E S I N

_____ ○ _____

7. Este «gato grande» es completamente negro: G R U A J A

_____ ○ _____

8. Este animal puede nadar y caminar muy rápido: C O R I C L O O D

_____ ○ _____

Now take the circled letters and unscramble them to answer the following.

9. Un pájaro con una boca muy grande

BLOCK SCHEDULING HOMEWORK OPTIONS**Day 1 Due Date** _____

- ☐ Write answers to the *¿Comprendiste?* questions, p. 153.
- ☐ Complete *Actividades 3 and 4 in Pupil's Edition* in writing.

Day 2 Due Date _____

- ☐ Complete *Actividades 5 and 8 in Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, pp. 61–62.
- ☐ *Cuaderno para hispanohablantes*, pp. 59–60.

Day 3 Due Date _____

- ☐ Complete *Actividad 11 in Pupil's Edition* in writing.

Day 4 Due Date _____

- ☐ Complete *Hazlo tú*, pp. 167 and 169.
- ☐ Review for *Etapas 3 Exam and Unit 2 Comprehensive Test*.

Day 5 Due Date _____

- ☐ Have students complete the assignment for *Conexiones*, p. 172.
- ☐ Preview *Unidad 3 Opener*: Read and study pp. 176–177.

PROJECTS**PROJECT
1****Nuestra graduación**

Working in groups of four, imagine what your graduation day will be like. How will you celebrate? Who will be there from your family? Once you have drawn a mental picture of the day, create a scrapbook that shows your souvenirs. It should include drawings of what you think will happen, along with text describing what occurred. Use a Spanish-English dictionary to look up any words you might need. Once you have completed your scrapbook, present it to the class.



Materials: one piece of poster board per group, colored markers or pencils, glue, scissors, paper

Preparation:

- Brainstorm a description of the perfect graduation day. Make sure you include information about the ceremony itself as well as the celebrations afterwards.
- Create a list of items that will be included in your scrapbook.
- Using the paper, colored markers and scissors, make the items that will appear in your scrapbook. They might include things such as your diploma, tassel, flowers, cards or invitations, and "photos" of the event.
- For each item that will go into the scrapbook, create a caption to go with it.
- Using the poster board, paste down the souvenirs and write the captions in underneath them.
- Once your scrapbook is complete, present it to the rest of the class.

Pacing Suggestion: following the presentation of graduation day vocabulary in the *Pupil's Edition*.

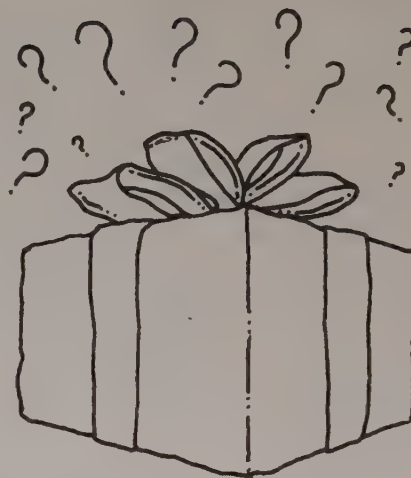
Nombre _____

Clase _____

Fecha _____

PROJECTS**PROJECT**
2**El regalo perfecto**

Work in groups of four. Imagine that you work for a company that produces gift items for teenagers. Your job is to come up with the ultimate gift to give to graduating seniors from high school. Once you come up with a plan for this item, your company will be producing and marketing it to graduating students throughout Latin America. Work together to identify a list of characteristics of graduating students and what their needs might be. Then create a product that you think will best meet those needs. You will give your product a name, describe it, draw a picture of it, and create information about how much it will cost and where it will be sold. After your "product profile" is complete, present your proposed product to the rest of the class.



Materials: one piece of poster board per group, colored markers or pencils

Preparation:

- Brainstorm a list of the needs and wishes of a graduating senior.
- Based on your list, come up with suggestions for a product that might best meet those needs and wants.
- Choose one idea from your list of suggestions to be your product.
- Name your product, draw it, and write a description of it.
- Decide how much your product will cost and how it will be sold. (In retail stores? On the Internet? On television? In a kiosk in the mall?)
- Create a layout that presents your product. It should include the name of the product, a description that tells why graduating seniors in particular will like this product, and information about price and distribution. It should also include an illustration of the product.
- Present your product to the class.
- The class will vote to decide which product is their favorite.

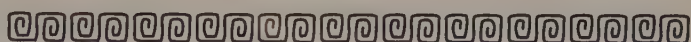
Pacing Suggestion: following the presentation of graduation vocabulary and vocabulary about the future in the **En acción** section of the *Pupil's Edition*.

Nombre _____

Clase _____

Fecha _____

LEARNING SCENARIOS



SCENARIO 1

Su graduación

Working in pairs, draw a up a list of questions to ask someone who graduated from high school or college in a Spanish-speaking country. Come up with as many questions as you can and interview a Spanish-speaking person. Once your interview is complete, write a brief description of that person's special day. Present your description to the rest of the class.

SCENARIO 2

Datos demográficos

Work in groups of six. Five people will choose a country to research; one person will research the United States. Each collects information on the educational system in the country they have chosen. How many grades of public education are there? At what age do students graduate? How do they qualify to enter college or university? What percentage of the country's population graduates? Compare the information that you have gathered, create a graph that shows the results, and present it to the class.



1	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	3.2 Acquiring Information	
	4.2 Cultural Comparisons	

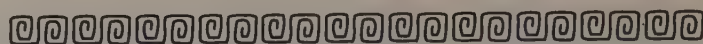
2	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.3 Presentational Communication	
	3.1 Making Connections	
	3.2 Acquiring Information	
	4.2 Cultural Comparisons	

Nombre _____

Clase _____

Fecha _____

LEARNING SCENARIOS



SCENARIO 3

Una encuesta

Work in groups of five. Write down in English a list of things you would say to your friend if he or she were graduating from high school. Then, see how many of those items are found in Spanish in the **En resumen** list in the *Pupil's Edition*. Start a second list and write all the items in Spanish there. Then, each person in the group should take that list and interview two Spanish speakers to ask them what they would say to a graduating student. Add any new items you hear to your list and indicate from what country they came. Compile your results and analyze them. Did you gain a lot of new phrases or were they similar among all the Spanish-speakers with whom you spoke?

SCENARIO 4

Un discurso interesante

Work in groups of four to create a graduation speech for a class of Spanish-speaking seniors. As you probably know, many graduation speeches tend to follow the same format and they often all end up sounding the same. Make sure yours is different! It should include truly useful advice to the graduates, along with some humorous observations about their high school years. Once your speech is complete, choose one person to deliver it to the rest of the class.

3	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	3.2 Acquiring Information	
	4.1 Language Comparisons	
	5.1 School and Community	

4	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	5.2 Lifelong Learning	

CHANGE-OF-PACE ACTIVITIES

ACTIVIDAD
1

Los crucigramas

Work in groups of four. To begin the game, one student chooses any word from the **En resumen** list in the *Pupil's Edition* that is at least seven letters in length and writes it vertically on a piece of paper. For example:

G
R
A
D
U
A
N
D
A

Each student then takes turns creating a crossword puzzle by writing in a word that uses a letter of an already existing word. For example, the next student could write in the word **felicitar** horizontally, using either **a** in **graduanda**. The game ends when the next student can no longer find a space to fit in a word from the list. Once the puzzle is complete, write clues that correspond to the words and create an actual blank crossword puzzle with your original diagram as the answer.

ACTIVIDAD
2

¡Memoria!

Work with a partner to create 20 flashcards. On 10 of the flashcards, write vocabulary words from the end of chapter vocabulary list. On the remaining cards, draw a representation of each of those words. Mix the cards up and exchange your set with one of the other groups from your class. Place the cards face down on a table and take turns flipping over two cards at a time trying to match the vocabulary word to the drawing for that word. If you get a match, place the cards in a pile in front of you. If the cards don't match, flip them back over in their original position. The person who has the most cards at the end of the game is the winner.

Nombre _____

Clase _____

Fecha _____

ACTIVIDAD
3

Queremos. . .

Work in groups of six. In the following grid, write a word in each square from the list of verbs for saying what people want in the **En resumen** section of the *Pupil's Edition*. To start the game, place the grid at a distance and toss a coin or other kind of marker onto the grid. The player must use the verb the coin lands on to create a sentence that talks about his or her parents' expectations. (You may want to review the explanation of the subjunctive for expressing wishes in the **En acción** section of the *Pupil's Edition*.) If the player's sentence is voted correct by the group, he or she gets a point. The next player tosses the marker and creates a new sentence. Play for 15 minutes. When the time is up, the player with the most points wins.

ACTIVIDAD
4

Los chismes

The entire class sits in a circle. To begin the game, one student creates a sentence using at least one item from the **En resumen** list in the *Pupil's Edition*. He or she whispers that sentence to the person to the left. That person whispers the sentence to the next person, and so on. The last person to hear the sentence repeats what he or she heard out loud. The creator of the original sentence then tells the class what he or she said to begin with. How do the two sentences compare? The game begins again with the next person creating a new sentence.

Nombre _____

Clase _____

Fecha _____

ACTIVIDAD
5

El día de la graduación

The answers to this crossword puzzle are all words that relate to a graduation ceremony and celebration. Use the clues provided to complete the puzzle. The first one has been done for you.

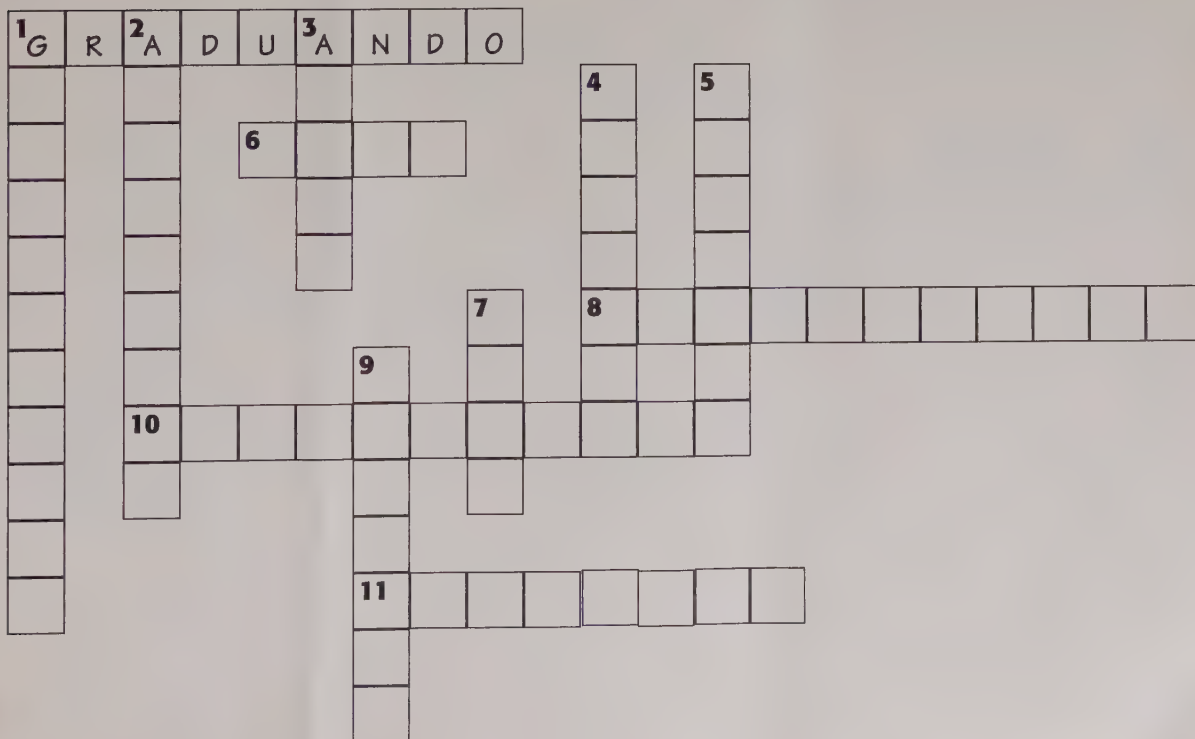
ACROSS

1. Siempre tienes que felicitar al graduando.
6. Los graduandos se visten con birrete y _____.
8. Es muy típico _____ durante la ceremonia y después.
10. Cuando ves al graduando, le dices _____.
11. Una parte importante de la ceremonia es el _____.

2. Los graduandos tienen que _____ a todos por su ayuda.
3. Los parientes dan su _____ al graduando durante los años de la escuela secundaria.
4. Los graduandos llevan un _____ en la cabeza durante la ceremonia.
5. ¡Por fin los graduandos reciben el _____!
7. Al graduarse, los graduandos llevan a _____ sus sueños.
9. En la celebración después de la ceremonia, todos _____ a los graduandos.

DOWN

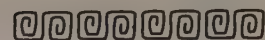
1. Como reciben muchos regalos, los graduandos tienen que agradecerles a sus parientes por su _____.



Nombre _____

Clase _____

Fecha _____

BLOCK SCHEDULING HOMEWORK OPTIONS**Day 1** Due Date _____

- ☐ Write answers to the *¿Comprendiste?* questions, p. 183.
- ☐ Write answers to *Situaciones* section 3, p. 185.

Day 2 Due Date _____

- ☐ Complete *Actividades* 5 and 8 in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, pp. 69–70.
- ☐ *Cuaderno para hispanohablantes*, pp. 67–68.

Day 3 Due Date _____

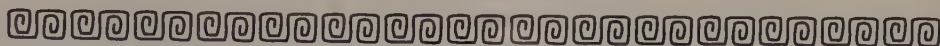
- ☐ Complete *Actividades* 11 and 13 in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, pp. 71–72.
- ☐ *Cuaderno para hispanohablantes*, pp. 69–70.

Day 4 Due Date _____

- ☐ Complete *Hazlo tú*, p. 197.
- ☐ Review for *Etapa 1* Exam.

Day 5 Due Date _____

- ☐ Preview *Etapa 2* Opener, pp. 202–203.

PROJECTS**PROJECT
1****Foto-ensayo**

Work in groups of four. Imagine that you are writing a photo essay for the local Puerto Rican newspaper about Emilia Rueda and Alex Ortiz, the winners of the salsa contest in the **En contexto** and **En vivo** sections of your textbook. Your job is to take the memorabilia from their evening and write captions that explain how they relate to what they did that evening. Once you have written the captions, you will create an attractive newspaper layout and present it to the rest of the class.



Materials: one piece of poster board per group, colored markers or pencils, scissors, glue, photocopies of the **En vivo** section of your textbook

Preparation:

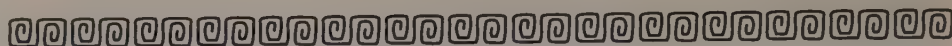
- Brainstorm all the details you can about the evening that Alex and Emilia spent as contest winners. If necessary, review the information by listening to the recorded material that accompanies the **En vivo** section of your textbook.
- Once you are clear on the details, cut out the five pieces of memorabilia that relate to their evening. If you wish, you can create additional pieces by drawing them.
- For each piece of memorabilia, write a caption that explains how it relates to Alex and Emilia's New Year's Eve celebration.
- Correct your caption text and create a headline for the photo layout.
- Create your layout by pasting down the memorabilia and writing the headline and captions of the poster board.
- Once your photo essay is complete, present it to the rest of the class.

Pacing Suggestion: after the presentation of New Year's Eve vocabulary in the **En contexto** and **En vivo** sections of your textbook.

Nombre _____

Clase _____

Fecha _____

PROJECTS**PROJECT**
2**Máscaras contemporáneas**

Work in groups of four. Imagine that you have been given the task of creating a traditional-style Puerto Rican mask. It will be used to celebrate a new school holiday, **El día del Español**. Brainstorm ideas of what your mask should look like, as well as how it will be used in the new celebration. Once your ideas are complete, create the mask from cardboard and paints or markers. Write a description of the celebration, showing who will wear the mask and what the celebration will include. Once your mask and description are complete, present them to the rest of the class.



Materials: one piece of poster board and one piece of corrugated cardboard per group, scissors, glue, packaging tape, paint or colored markers

Preparation:

- Brainstorm ideas about what your mask will look like, what it will represent, and how it will be used in the new celebration.
- Once your ideas are complete, create the mask from poster board and cardboard and color it with the paint or colored markers.
- Write a description of what the mask represents and how it will be used in the **Día del Español** festivities.
- Make any corrections necessary to your description.
- Once your description and mask are complete, present them to the rest of the class.

Pacing Suggestion: following the reading about Puerto Rican masks in your textbook

LEARNING SCENARIOS



SCENARIO 1

Una fiesta inolvidable

Work in groups of four. Imagine you are planning a surprise party for a Puerto Rican friend whose birthday happens to fall on December 31st. You want to create a celebration that reflects both Puerto Rican New Year's celebrations and typical U.S. birthday parties. Together create a list of foods you will serve, the party's activities, the music, and the guests you plan to invite. Once your plans are complete, present them to the rest of the class.

SCENARIO 2

Los días festivos

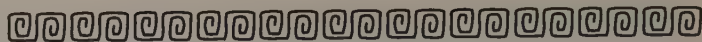
Work in pairs. Choose one of the holidays from the list of holidays in the **En acción** section of your textbook. Together, write a description of how that holiday is celebrated in the United States. Then each person should interview a Spanish-speaking person about how that holiday is celebrated in his or her community or country. Once you have completed your interviews, write a summary of what you found out. Then, compare your descriptions of the same holiday. What elements to they have in common? How are they different? Present your findings to the rest of the class.



1	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Presentational Communication	
	2.1 Cultural Practices	
	3.2 Acquiring Information	

2	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	3.2 Acquiring Communication	
	4.2 Cultural Comparisons	
	5.1 School and Community	

LEARNING SCENARIOS

SCENARIO
3**¡Ay, qué rico!**

Work in groups of four. Look at the list of typical Puerto Rican New Year's dishes in the **En acción** section of your textbook. Do any of these sound similar to dishes that you already know? What are the names of these dishes in English? Choose one of the dishes and find a recipe for it. You can locate the recipe by using the library, searching the Internet or asking someone from Puerto Rico. If possible, prepare the dish outside of class and bring it in the next day. Be prepared to describe how you made the dish and what ingredients were involved.

SCENARIO
4**Una invitación difícil**

Work in pairs. Role-play a conversation in which the host or hostess of a fancy party is calling to invite a local celebrity to attend. The celebrity, who gets a lot of these invitations, doesn't really want to go. But, the host or hostess won't take no for an answer! In response to all of the celebrity's excuses as to why he or she can't attend, the host or hostess will attempt to entice the celebrity by mentioning all the luxurious food, music and other festivities planned. The celebrity must remain polite at all times, but stick with his or her refusal.



3	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	2.2 Cultural Products	
	3.1 Making Connections	
	3.2 Acquiring Information	
	5.1 School and Community	

4	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	4.1 Language Comparisons	
	5.2 Lifelong Learning	

CHANGE-OF-PACE ACTIVITIES



ACTIVIDAD 1

Voy a una fiesta y...

In groups of 8 to 10 students, sit in a circle. Use the list of words in the **En resumen** section of your textbook. To start the game, the first student will begin by saying that he or she is going to a party and is going to bring something: **Voy a una fiesta y voy a traer un postre.** The next student will repeat what the first student said and add on another item: **Voy a una fiesta y voy a traer un postre y...** The game will continue around the circle, with each student repeating what was said before and adding on an additional item, until the list becomes too long for the next student to remember or there are no more appropriate words left to choose from.

ACTIVIDAD 2

¿Hay alguien aquí que...?

Play this game with the entire class. Divide into two teams. The idea is to try to come up with activities that at least one person is likely to do or know how to do, but that are not so common that everyone can do them. To begin, the first player must stand up and ask if someone on the opposite team does or knows how to do a certain activity: **¿Hay alguien aquí que sepa hablar francés?** (You may want to review the explanation of the subjunctive in the **En acción** section of your textbook.) All the students on the opposing team who can answer yes to the question must raise their hands. The answering team receives one point for each person who raises his or her hand and can answer the question correctly (**Sí, sé hablar francés.**). The asking team loses a point if no one on the opposing team can do that activity. Teams alternate turns until one team has 20 points.

ACTIVIDAD 3

¿Qué pasó en la fiesta?

Form groups of six. To begin the game, refer to the vocabulary list in the **En resumen** section of your textbook and brainstorm ideas for a setting for a party. What kind of party is it? Who is in attendance? Once you have agreed on a setting and background for the party, the first person in your group will draw the first frame of a six-frame story about what happened at the party. Be sure to include all dialogue in Spanish in speech bubbles. Then, once the first frame is complete, that person passes it on to the next person, who completes the second frame. After all six group members have completed their frames, present your picture story to the rest of the class.

ACTIVIDAD
4
Cadenas

Form groups of six to eight. Imagine that you are all guests at a fancy party who have just met. The music is very loud and it's hard to hear what each person is saying. One player will begin the game by choosing a word from the **En resumen** list in your textbook and creating a sentence. For example, **La anfitriona es muy amable, ¿verdad?** The next person must use a new word from that sentence in a sentence that takes the conversation in a different direction. For example, **Sí, es verdad de que la orquesta es muy buena.** The next person might then say **Sí, la orquesta es de Puerto Rico.** The game continues until the next player can no longer come up with a valid sentence. The idea is to continue using words from the list and to see how far you can go from the original sentence!

ACTIVIDAD
5
¡Vamos a jugar a la lotería!

Form groups of four and play bingo. Choose from the following words and expressions about parties and celebrations and fill in the grid below. (Festejar, el anfitrión, la gala, el cohete, el ruido, la fiesta continua, la madrugada, el músico, la afitriona, pasarlo bien, la campanada, la orquesta, la salsa, el pavo, el motivo, el coquito, el pastel, la Navidad, la Hanuka, las Pascuas, la quinceañera, el Año Nuevo, ¡Buen provecho!, el tembleque, el budín, el arroz con leche, el Día de la Amistad, el Día de la Raza, el Día de la Independencia, el Día de la Madre, el Día del Padre) One person in your group will be the caller and choose names from the list above at random. The person who wins will be caller for the next round.

		GRATIS		

ACTIVIDAD
6
Pasatiempo: Las fiestas

There are 10 words related to parties and celebrations hidden in the puzzle. Complete the sentences with the appropriate vocabulary word, and then find it in the puzzle. Words may read across from left to right and down. Circle the words you find. Look at the example and then find the others.

1. Las fiestas sirven para festejar los días festivos.
2. En Estados Unidos se come _____ para el día de Acción de Gracias.
3. La _____ es una celebración judaica.
4. La persona que da la fiesta es el _____.
5. Si la fiesta es buena, los invitados no se van hasta la _____.
6. En las fiestas elegantes frecuentemente hay una _____ que toca músicaailable.
7. Una _____ es una fiesta muy formal y elegante.
8. Un _____ hace mucho ruido.
9. Una _____ es una celebración para una joven de quince años.
10. El _____ es un postre suave y rico.

A	L	D	P	B	I	A	Q	U	F	E	S	T	E	J	A	R	U	Z	W
R	L	I	H	Q	U	I	N	C	E	A	Ñ	E	R	A	P	O	C	B	J
R	N	G	Y	D	W	R	M	I	P	B	K	W	V	L	C	H	D	A	B
P	U	D	O	I	I	X	U	Q	R	S	W	C	O	Q	E	U	I	T	O
A	L	R	R	N	N	L	S	F	Z	T	Z	H	L	U	V	Y	N	W	P
S	R	U	Q	S	Ñ	M	G	R	O	M	E	S	O	I	J	U	D	R	A
T	N	T	U	U	R	A	N	F	I	T	R	I	O	N	Y	D	I	H	V
E	D	H	E	R	G	D	L	A	R	H	U	X	V	C	S	O	A	V	O
L	R	W	S	D	O	R	O	P	A	A	D	B	H	E	I	S	T	A	A
S	P	D	T	D	M	U	Y	F	L	N	H	U	W	A	T	W	S	L	O
Q	G	A	A	A	S	G	G	F	I	U	U	D	S	G	Ñ	U	P	Z	L
Ñ	H	I	C	D	G	A	L	A	A	K	P	A	I	E	U	M	P	E	R
E	F	W	N	M	U	D	J	D	O	A	Z	U	E	R	D	R	Y	B	I
Y	U	D	N	O	L	A	C	O	H	E	T	E	L	A	T	H	Y	S	D

BLOCK SCHEDULING HOMEWORK OPTIONS**Day 1 Due Date** _____

- ☐ Write answers to the *¿Comprendiste?* questions, p. 205.
- ☐ Write a description of a typical New Year's celebration in the U.S.

Day 2 Due Date _____

- ☐ Complete *Actividades* 7 and 8 in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, pp. 77–78.
- ☐ *Cuaderno para hispanohablantes*, pp. 75–76.

Day 3 Due Date _____

- ☐ Complete *Actividades* 11 and 12 in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, pp. 79–80.
- ☐ *Cuaderno para hispanohablantes*, pp. 77–78.

Day 4 Due Date _____

- ☐ Complete *Hazlo tú*, p. 219.
- ☐ Review for *Etapa 2* Exam.

Day 5 Due Date _____

- ☐ Have students complete the assignment for *Conexiones*, p. 222.
- ☐ Preview *Etapa 3* Opener, pp. 224–225.

PROJECTS**PROJECT
1****Un ensayo patriótico**

Work in groups of four. Together you will create a patriotic essay similar to the ones shown in the **En contexto** section of the *Pupil's Edition*. First, brainstorm a list of ideas for your essay. Choose one and describe how it is celebrated in your community. Look for visuals that you can use to decorate your essay or create your own. Then, write the text of your essay and create the layout. Once you have finished, present your essay to the class.

Materials: one piece of poster board per group, colored markers or pencils, clip art of patriotic celebrations if available, scissors, glue

Preparation:

- Brainstorm a list of patriotic celebrations in your community, including both national and local holidays.
- Choose one and write down as many details about the celebration as you can.
- Look for or create visuals that illustrate the celebration.
- Write the text of your essay. Don't forget to give it a title.
- Correct the text. Then create your essay's layout by pasting the visuals on the poster board and writing in the text.
- Once your essay is complete, present it to the rest of the class.

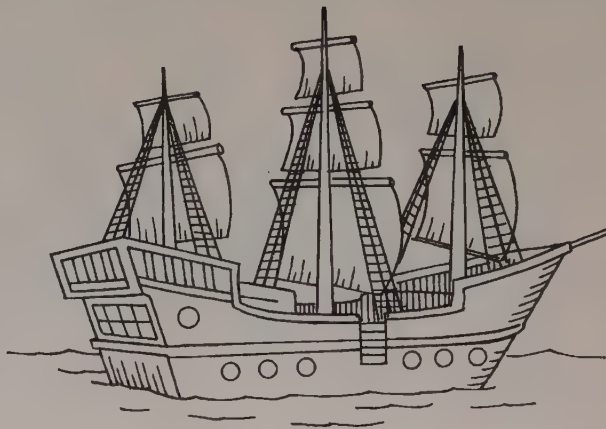
Pacing Suggestion: following the presentation of patriotic vocabulary in the **En contexto** section of the *Pupil's Edition*

PROJECTS

PROJECT
2

Un diario personal e histórico

Work in groups of three. Create a page from Christopher Columbus's diary during his first voyage to the New World. Remember that he was sailing into the unknown and was very uncertain about what he would find at the end of his journey. His diary entries should include his emotions and doubts about the journey, as well as his excitement and sense of amazement upon sighting land. Be sure to include some of the expressions of emotion and doubt that are listed in the **En resumen** section of the *Pupil's Edition*. Brainstorm a list of entries for this diary page. Then, write the text in the first person as Columbus would have written it. When your diary page is complete, present it to the rest of the class.



Materials: one piece of poster board per group, colored markers or pencils

Preparation:

- Brainstorm a list of ideas about what Christopher Columbus would have written in his diary a few days before landing and then upon sighting land.
- Form the ideas into three or four journal entries and write the text for them, using Columbus's voice and including all of his doubts, emotions, and fears about the trip. Refer to the explanation of the subjunctive in the **En acción** section of the *Pupil's Edition* as necessary.
- Correct your text as needed. Then copy it onto the poster board. Be sure to write it so that it looks like entries in a very old journal.
- Once your diary entries are complete, present your journal to the rest of the class.

Pacing Suggestion: following the information about Christopher Columbus in the **En vivo** section of the *Pupil's Edition*.

LEARNING SCENARIOS



SCENARIO 1

El Nuevo Mundo

Work in pairs. Choose a Spanish explorer of the New World that you know. Do research on this explorer and write a brief report about him and his explorations. You can divide the research between you in any way you choose. Conduct your research in the library or over the Internet. Once your research is complete, write your report and present it to the rest of the class.

SCENARIO 2

Otras celebraciones patrióticas

Work in groups of three. Each person interviews a Spanish-speaking person about a patriotic celebration in his or her community or country. What was the historical event that the celebration commemorates? How is it celebrated? Once your interviews are complete, compile your findings and present them to the rest of the class.



1	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	2.2 Cultural Products	
	3.1 Making Connections	
	3.2 Acquiring Information	
	4.2 Cultural Comparisons	

2	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.3 Presentational Communication	
	2.2 Cultural Practices	
	3.2 Acquiring Information	
	4.2 Cultural Comparisons	

LEARNING SCENARIOS



SCENARIO 3

Una entrevista con Colón

Work in groups of four. Imagine that you can go back in time. Interview Christopher Columbus toward the end of his career as an explorer. What questions would you ask him? Together, write a script of the questions you would like to ask Columbus and speculate on his answers. Once your script is complete, review it and correct any errors you find. Then, choose two members of your group to act out your interview for the rest of the class.

SCENARIO 4

Los himnos nacionales

Work in groups of four. Look at the national anthem of the Dominican Republic on page 231 of the *Pupil's Edition*. Work together to translate the text of this national anthem or the national anthem from another Spanish-speaking country. Use a dictionary to find the meaning of any words you don't know. Once your translation is complete, compare the text of this anthem to the text of "The Star-Spangled Banner." What differences do you see? What similarities? How does the language in each of these anthems compare with the other? Write a short report that compiles your findings and present it to the class.

3	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.3 Presentational Communication	
	3.1 Making Connections	
	5.2 Lifelong Learning	

4	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	3.2 Acquiring Information	
	4.1 Language Comparisons	
	4.2 Cultural Comparisons	

CHANGE-OF-PACE ACTIVITIES



ACTIVIDAD 1

¿Quién soy yo?

Form groups of three or four. One person will think of a person, place or thing mentioned in the **En resumen** list in the *Pupil's Edition*. To begin the game, he or she will announce **Soy una persona, Soy un objeto, Soy una actividad, or Soy un lugar**. The other members of the group will try to guess the item, asking questions that can be answered by **Sí** or **No**, and using the vocabulary from the **En resumen** section of the *Pupil's Edition*, along with other words they already know. Keep track of the number of guesses it takes to come up with the correct answer. The person whose idea was most difficult to guess is the winner.

ACTIVIDAD 2

¿Realidad u opinión?

Form groups of six and divide into two teams. Each team creates sentences using the words from the **En resumen** section of the *Pupil's Edition*, along with others they know. The goal is to create sentences that either state a fact or an opinion and take turns presenting them to the opposing team. Once the other team hears the sentence, they must decide if it is fact or opinion. For example, **Cristóbal Colón tuvo el título de almirante** is a fact, but **Cristóbal Colón es uno de nuestros antepasados más ilustres** is opinion. Each team wins a point when the opposing team fails to identify one of its sentences correctly. At the end of the game, the team with the most points wins.

ACTIVIDAD 3

El alfabeto

Work in groups of 8 to 10. Form a circle. The first person in the circle will create a sentence using a word from the **En resumen** section of the *Pupil's Edition* that begins with the letter **a**: **La alcaldesa de nuestra ciudad se llama Selena Brown**. The next person must come up with a sentence that contains a word beginning with the letter **b**: **Bailamos la bomba en las fiestas**. Continue until all the letters of the alphabet have been used. If you can't find words that begin with specific letters, skip over them and move on to the next letter.

ACTIVIDAD
4

¿Cierto o falso?

Work in groups of five. The first player will create a statement using one of the words in the **En resumen** section of the *Pupil's Edition*. He or she will say the statement out loud. The next player must decide if that statement is true or false. If he or she thinks it is true, he or she will say, for example, **Sí, es cierto [es verdad, creo, estoy seguro(a)] que España tiene una reina**. If he or she disagrees, he or she will say **No, no es cierto [es dudoso, es improbable, no creo, no estoy seguro(a), dudo] que España tenga una reina**. If the second player disagrees with a correct statement or agrees with an incorrect statement, the first player wins a point. If the second player agrees with a correct statement or disagrees with a false statement, he or she wins a point. The game continues until all the words are used or until one player has five points.

ACTIVIDAD
5

¡A dibujar!

Form groups of eight and divide into two teams. Before beginning, each team will create 8 cards with vocabulary words for the opposite team, choosing items from the **En resumen** list in the *Pupil's Edition* that can be identified in a drawing. (The drawings can also include comic-style interactions that use list items as part of their speech bubbles.) Once the cards are complete, the game begins when one team member selects a card and draws the vocabulary item on the card. As the player draws, his or her team members have two minutes to guess what vocabulary item their team has drawn. If they correctly identify the item within the time period, they win a point. The game proceeds, with each team taking turns drawing, until all the cards have been used. The team with the most points wins.

ACTIVIDAD
6

¡Otra palabra, por favor!

Form groups of six to eight. The object of the game is to create the longest sentence you can, using sentence starters and incorporating subjunctive tense forms as reviewed in the **En acción** section of the *Pupil's Edition*. The first player will choose a sentence starter and then add onto it. For example, **Dudo que caiga... nieve mañana**. The next student must repeat the entire sentence and then add on his or her own portion: **Dudo que caiga nieve mañana y que mis padres me regalen un coche...** The game continues until the next player can no longer remember all the parts of the sentence. At that point, he or she chooses another sentence starter and begins again.

ACTIVIDAD
7**Sopa de letras**

Here are eight scrambled words from the **En resumen** section of the *Pupil's Edition* that relate to patriotic celebrations. Use the cues provided to unscramble each item. Then, use the circled letter in each item to unscramble one more word that relates to patriotism.

1. Una persona que no está libre: V E L A S O C

_____ (O) _____

2. Este grupo toca la música para un desfile: N B D A A

_____ (A) _____

3. Los patriotas luchan contra esto: J I N A I T C I S U

(I) _____

4. Este documento describe cómo funciona el gobierno: N I S T O I C C Ó N U T

_____ (O) _____

5. Esto es un símbolo de un país: D R E A N B A

_____ (A) _____

6. Celebrar con fuegos artificiales para el Día de la Independencia: B E S M U C T O R

(E) _____

7. Este edificio se encuentra en la playa: R A F O

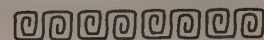
_____ (O) _____

8. El sistema político de un país: B R O O N E G I

_____ (O) _____

Now take the circled letters and unscramble them to answer the following.

9. Cuando una lucha justa resulta en un triunfo:

BLOCK SCHEDULING HOMEWORK OPTIONS**Day 1** Due Date _____

- ☐ Write answers to *¿Comprendiste?* questions, p. 227.
- ☐ Write answers to the question at the end of the *Vocabulario*, p. 231.

Day 2 Due Date _____

- ☐ Complete *Actividad 10* in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, pp. 85–86.
- ☐ *Cuaderno para hispanohablantes*, pp. 83–84.

Day 3 Due Date _____

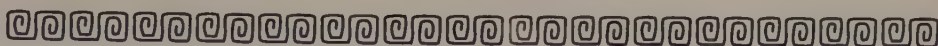
- ☐ Complete *Actividades 11* and *13* in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, pp. 87–88.
- ☐ *Cuaderno para hispanohablantes*, pp. 85–86.

Day 4 Due Date _____

- ☐ Complete *Hazlo tú*, pp. 241 and 243.
- ☐ Review for *Etapa 3* Exam and Unit 3 Comprehensive Test.

Day 5 Due Date _____

- ☐ Complete the assignment for *Conexiones*, p. 246.
- ☐ Preview *Unidad 4* Opener. Read and study pp. 250–251.

PROJECTS**PROJECT
1****La universidad del futuro**

Work in groups of four. Imagine that you are creating a brochure for a new college or university that is being opened in your area. First brainstorm ideas about what the college will be like. Then, working together, create a brochure for this new institution that includes the fields of study available, along with other information you think will be useful to attract new students. Once your brochure is complete, present it to the rest of the class.



Materials: one piece of poster board per group, colored markers or pencils, old architectural magazines, scissors, glue

Preparation:

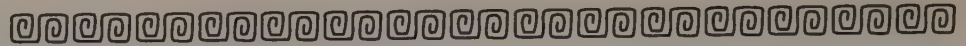
- Brainstorm ideas about the perfect college or university. What courses does it offer? What does the campus look like? What activities does it offer students? Give your college or university a name.
- Using your list of ideas, write the text for a brochure for your college or university, similar to the brochure in the **En contexto** section of the *Pupil's Edition*.
- Once your text is written, correct it and look for visuals you can use in your brochure or create your own.
- Prepare the layout of your brochure by pasting down the visuals on the poster board and writing in the text.
- Once your brochure is complete, present it to the rest of the class.

Pacing Suggestion: following the presentation of course vocabulary in the **En contexto** section of the *Pupil's Edition*.

Nombre _____

Clase _____

Fecha _____

PROJECTS**PROJECT**
2**Las memorias de Borges**

Work in groups of four. Based on the material on Jorge Luis Borges in the **En voces** section of the *Pupil's Edition*, imagine that you are making a scrapbook that contains memorabilia about his life. What would you include there? What text would you write to explain each item? Brainstorm a list of items for the scrapbook. Once your list is complete, create the visuals you will paste in the scrapbook. Create the scrapbook by pasting in the visuals and writing in the text. Once your scrapbook is complete, present it to the rest of the class.



Materials: one piece of poster board per group, colored markers or pencils, books of clip art (if available), scissors, glue

Preparation:

- Refer to the reading on Jorge Luis Borges in the **En voces** section of the *Pupil's Edition*.
- Imagine that you are creating a scrapbook of memorabilia that relate to Borges and the major events of his life. What might some of that memorabilia include? Try to come up with at least four or five items.
- Once you have a list of items, look for visuals to put in the scrapbook or create them.
- Write text to go with each item, using Borges as the narrator. For example, if you chose a map of Spain as a symbol, you could write a caption like this: **Viví en España por dos años. Publiqué mi primer poema allí.**
- Once you have written the text for each visual, correct it. Then create the scrapbook by pasting down the visuals and writing the captions in underneath.
- When your scrapbook is complete, present it to the rest of the class.

Pacing Suggestion: following the **En voces** reading on Borges in the *Pupil's Edition*

LEARNING SCENARIOS**SCENARIO 1****Los títulos profesionales**

Work in groups of three. As you learned in the **En acción** section of the *Pupil's Edition*, it is very common for Spanish-speaking professional people to use a title before their name, while it is not as common a practice in English. Each person should interview a Spanish-speaking person and try to find out as many professional titles as possible. How many can he or she think of? Compile a list of titles. Compare your list with the class.

SCENARIO 2**No sé qué cursos tomar**

Work in groups of three. Imagine that you are three incoming students who are trying to figure out what courses to take at the university. First, each person should decide what his or her major will be. Then, look at the list of courses in **En contexto** and role play a conversation in which you say what you are studying now and what courses you think might be a good idea to take. Help each other come up with a list of five courses each.



1 TARGETED STANDARDS	TEACHER'S REFLECTIONS
1.2 Interpretive Communication	
2.1 Cultural Practices	
2.2 Cultural Products	
3.2 Acquiring Information	
4.1 Language Comparisons	
4.2 Cultural Comparisons	
5.1 School and Community	

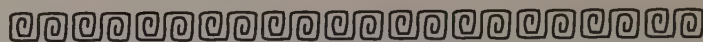
2 TARGETED STANDARDS	TEACHER'S REFLECTIONS
1.1 Interpersonal Communication	
1.2 Interpretive Communication	
3.1 Making Connections	
5.2 Lifelong Learning	

Nombre _____

Clase _____

Fecha _____

LEARNING SCENARIOS



SCENARIO 3

Una encuesta

Work in groups of 8 to 10. Choose a dramatic event that has occurred during your lifetime. Conduct a survey of the members of your group to find out what they were doing or where they were when they heard the news. Once your survey is complete, present your group's findings to the rest of the class.

SCENARIO 4

Conexiones psicológicas

Work in groups of four. Imagine that you are psychiatrists who have been asked to create personality profiles for various fields of study. Choose three of the areas presented in the **En contexto** section of the *Pupil's Edition*. For each area, brainstorm the kinds of characteristics you think a student would need in order to be successful in each field. You may want to refer to the lists of characteristics presented in Unit 1, **Etapa 1** for ideas. Write a short profile of a successful student for each area. Once your profiles are complete, present them to the rest of the class.

3	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	5.2 Lifelong Learning	

4	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	3.1 Making Connections	

CHANGE-OF-PACE ACTIVITIES



ACTIVIDAD 1

Estudios nuevos

Work in groups of five. Each person in the group must take the list of courses in the **En resumen** section of the *Pupil's Edition* and morph two together to create a new and unusual course. For example, by crossing publicity (**publicidad**) with design (**diseño**) you get an exotic new course, **publiceño**. Create a description of your course to go along with the name. For example, **publiceño** could be a course that involves designing advertisements. Once everyone has completed their descriptions, take turns telling the rest of the group the name of your course and seeing if they can guess what two courses it combines. If they have trouble guessing, read the description that you wrote.

ACTIVIDAD 2

Preguntas y más preguntas

Work in groups of six. Divide into two teams. To begin the game, the person from the first group will choose an item from the **En resumen** list in the *Pupil's Edition*. The players on the other team must take turns creating as many questions as they can that include the item chosen. For example, if the first team chooses the word **carretera**, the other team's questions could include ¿Dónde está la carretera? ¿Cómo se llama la carretera? ¿Adónde va la carretera?, etc. Each team scores a point for every correct question it creates. Teams take turns alternating choosing words and asking questions. At the end of the game, the team with the most points wins.

ACTIVIDAD 3

¿Qué estabas haciendo cuando sonó el teléfono?

Work in groups of 8 to 10. Sit in a circle. Before beginning the game, refer to the explanation of the past progressive tense in the **En acción** section of the *Pupil's Edition*. The first player begins the game by completing the phrase **Cuando sonó el teléfono...** with an activity. For example, **Cuando sonó el teléfono, yo estaba leyendo una novela**. The next person must then repeat that entire sentence, changing **yo** to the name of the first player and adding his or her own activity: **Cuando sonó el teléfono, Shannon estaba leyendo una novela y yo estaba preparando la cena**. The game continues in this fashion until the next player can no longer remember all the activities mentioned.

Nombre _____

Clase _____

Fecha _____

ACTIVIDAD
4

Categorías

Form groups of four. Look at the following chart and fill in the names of at least two items from the **En resumen** list in the *Pupil's Edition* for each of the categories shown. Everyone in your group must agree before you can add an item to the chart. Once you and your team have made your choices, compare them with those of the other groups.

Mis cursos de negocios	Mi educación	Mis otros datos	Mis características personales
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.

ACTIVIDAD
5

¡A jugar!

Work in groups of six. Take the following grid and, in each square, write a word from the list in the **En resumen** section of the *Pupil's Edition*. To start the game, place the grid on a desk or on the floor and stand at a distance. Toss a coin or other kind of marker onto the grid. The player must then take the word or words indicated and use them in a correct Spanish sentence. If the player's sentence is voted correct by the group, he or she gets a point. The next player must toss the marker again and use the next item to create a new sentence. (If a player lands on a square that has already been used, he or she loses a turn.) Play for 15 minutes.

ACTIVIDAD
6
Pasatiempo: Los estudios

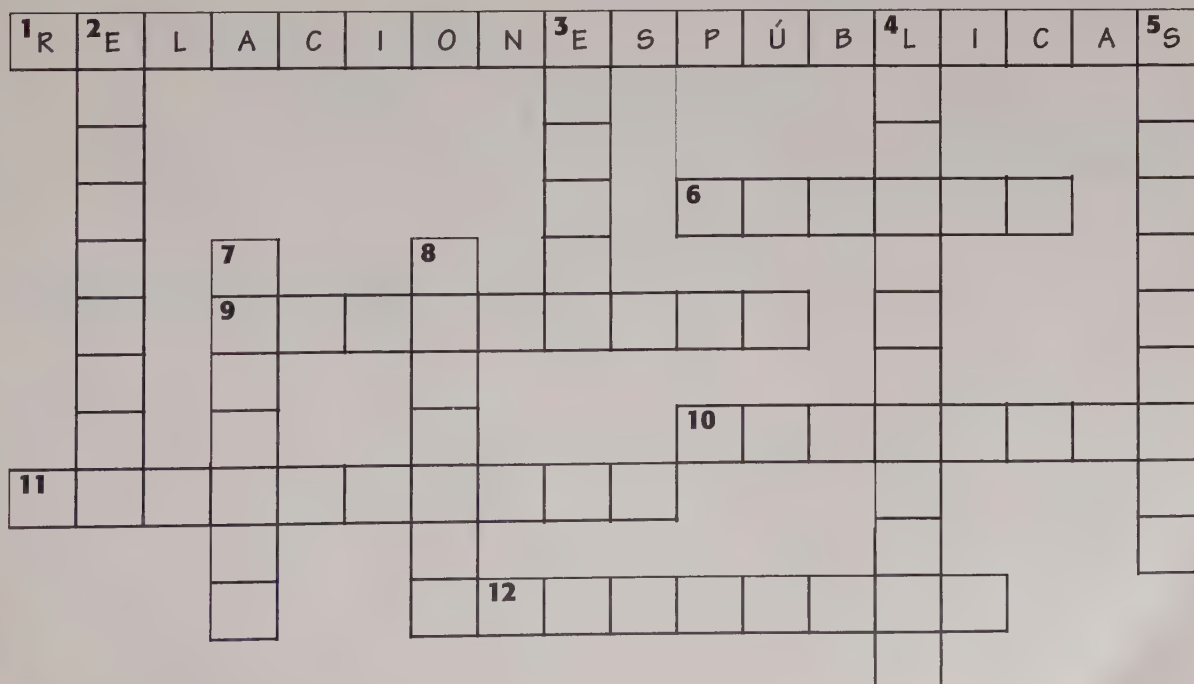
The answers to this crossword puzzle are all words that relate to fields of study and jobs. Use the clues provided to complete the puzzle. When necessary fill in the blank in the clue with the correct word and then fill it into the puzzle. The first one has been done for you.


HORIZONTALES

1. Si eres una persona animada, tendrás éxito en las relaciones públicas.
6. A las personas artísticas les interesa estudiar _____.
9. Si te gusta trabajar en el jardín y con los animales, puedes tomar cursos en la _____.
10. Para las personas que tienen mucho interés en el dinero y cómo ganarlo, un curso de _____ sería buena idea.
11. Hay varios tipos de especializaciones en este campo, como la _____ civil.
12. En un currículum vitae, no tienes que poner tu peso y _____.

VERTICALES

2. Si quieres hacerte maestro(a), debes estudiar _____.
3. Algunas personas incluyen información sobre su _____ civil en su currículum vitae.
4. Cuando sales de la universidad, ya has recibido tu _____.
5. Cuando una persona es una perfeccionista, quiere decir que le gusta _____.
7. Puedes mandar todos tus documentos en un _____ por el correo.
8. Si te gusta _____ riesgos, a lo mejor eres una persona atrevida.



Nombre _____

Clase _____

Fecha _____

BLOCK SCHEDULING HOMEWORK OPTIONS**Day 1 Due Date** _____

- ☐ Write answers to the *¿Comprendiste?* questions, p. 271.

Day 2 Due Date _____

- ☐ Complete *Actividad 5* in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, p. 93.
- ☐ *Cuaderno para hispanohablantes*, p. 91.

Day 3 Due Date _____

- ☐ Complete *Actividades 11* and *15* in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, pp. 94–96.
- ☐ *Cuaderno para hispanohablantes*, pp. 92–94.

Day 4 Due Date _____

- ☐ Complete *Hazlo tú*, p. 271.
- ☐ Review for *Etapa 1* Exam.

Day 5 Due Date _____

- ☐ Preview *Etapa 2 Opener*, pp. 276–277.

PROJECTS

PROJECT
1

Un anuncio clasificado

Work in groups of four. Imagine that you are the owners of an international company and that you hope to add a new Spanish-speaking employee. First, decide what your company will be, what it manufactures or what service it provides, and what kind of employee you are looking for. Once you have decided on the type of employee you are seeking, create a list of qualifications that person must have, as well as general information about the job. Create a want ad for your new position that will run in Spanish-speaking newspapers in your community, as well as in major newspapers in Spanish-speaking countries. Once your ad is complete, share it with the rest of the class.



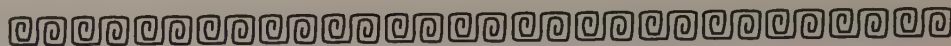
Materials: one piece of poster board per group, colored markers or pencils

Preparation:

- Brainstorm ideas for the type of company you want to have. What does it do? What services does it provide? What is its name?
- Once you have decided on your company and its business, decide what kind of employee you need to hire. What qualifications should he or she have? What are the position's responsibilities? What is the salary?
- Create the text for your want ad. Make sure you include an eye-catching headline, a clear list of requirements and benefits, and a way to contact you.
- Correct your advertisement's text and then create the layout for your ad. Try to make it as visually interesting as you can, since you want to make sure all qualified applicants see it.
- Once your ad is complete, present it to the rest of the class.

Pacing Suggestion: following the want ads in the **En vivo** section of the *Pupil's Edition*

PROJECTS

PROJECT
2

El (La) candidato(a) perfecto(a)

Work in groups of four. Choose the ad you wrote for Project 1 or another want ad in this **etapa** of the *Pupil's Edition*. Imagine that you are working for a career guidance center. One of your clients would be perfect for the job advertised. Help the candidate create a resume and write a short cover letter to go with it. Make sure that the resume includes the client's work history, education, skills and abilities, and outside interests. Once the resume and letter are complete, present them to the rest of the class.



Materials: one piece of poster board per group, paper, black marker or pen

Preparation:

- Choose the want ad that you wish to respond to.
- Look at what qualifications the ad requires and create a list.
- Once your list is complete, create the information about your candidate. Make sure it qualifies him or her for the position advertised. Be sure to brainstorm all the details necessary to create a resume like the curriculum vitae shown in the **En acción** section of the *Pupil's Edition*.
- Create the text for a resume for your candidate. Make any corrections necessary and then copy it over onto a clean sheet of paper.
- Create the text for a short cover letter to accompany the resume. Refer to the model letter in the **En tu propia voz** section at the end of this unit for a guide.
- Correct the text of your letter and rewrite it on a clean sheet of paper.
- Present your resume and letter to the rest of the class.

Pacing Suggestion: following the **En acción** section of the *Pupil's Edition*

LEARNING SCENARIOS



SCENARIO 1

Necesitamos alguien...

Work in groups of four. Imagine that you and the other members of your group are the vice presidents of a large multinational corporation. One person heads the sales division, one heads the engineering division, one heads the publicity division and one heads the computer division. Your company can only hire one new employee this quarter and each vice president is convinced that the new person should be for his or her division. Role-play your discussion about who should be hired and why.

SCENARIO 2

Después de la graduación

Work in groups of three. Look at the student profiles in the **En colores** section of the *Pupil's Edition*. Then create a similar profile for the typical student in your high school. First brainstorm a list of characteristics that you think the prototypical student would have. Then, together write a description of that person, imitating the style of the profiles in the textbook. Correct your description and then share it with the rest of the class. Compare your descriptions with those of the other groups, as well as with the descriptions in the *Pupil's Edition*. What do they have in common? How are they different?



1 TARGETED STANDARDS	TEACHER'S REFLECTIONS
1.1 Interpersonal Communication	
1.2 Interpretive Communication	
4.1 Language Comparisons	
5.2 Lifelong Learning	

2 TARGETED STANDARDS	TEACHER'S REFLECTIONS
1.2 Interpretive Communication	
1.3 Presentational Communication	
2.1 Cultural Practices	
2.2 Cultural Products	
4.2 Cultural Comparisons	

LEARNING SCENARIOS



SCENARIO 3

Profesiones

Work in groups of three. Make a list of questions to ask a Spanish-speaking person about employment in his or her community or country of origin. Make your questions specific. The class should combine all your questionnaires into one master questionnaire. Use the questionnaire to interview Spanish-speaking people. Once the results are in, compile the data for each question and convert the answers to percentages.

SCENARIO 4

Las profesiones del futuro

Work in groups. Imagine that you are experts on a panel that is discussing careers of the future — which professions will be most in demand and why. Role-play the conversation and say what professions and skills you think will be most competitive in the job market in 10 years and why. Be prepared to defend your point of view against other panelists who may not agree with you!

3	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	2.1 Cultural Products	
	2.2 Cultural Practices	
	3.1 Making Connections	
	3.2 Acquiring Information	
	4.2 Cultural Comparisons	
	5.1 School and Community	

4	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	5.2 Lifelong Learning	

CHANGE-OF-PACE ACTIVITIES



ACTIVIDAD 1

Cuentos originales

Form groups of six. Each group should divide into two teams, each of which will write down a list of eight words from the **En resumen** section of the *Pupil's Edition*. The two teams exchange lists of words. Each team must use the list of words they received to write a short story that contains all of the words. Each team has 10 minutes to write their story. Once all the teams have completed their stories, they will read them to the class and the class will vote on whose story is the most creative, given the list of words that had to be incorporated.

ACTIVIDAD 2

El juego

Work in groups of four. To begin the game, one student chooses any word from the **En resumen** list in the *Pupil's Edition* that is at least seven letters in length and writes it vertically on a piece of paper. See example on the right:

Each student then takes part in creating a crossword puzzle by writing in a word that uses a letter of an already existing word. The game ends when a student cannot find a space to fit in a word from the list. Once the puzzle is complete, write clues and create a blank crossword puzzle, with your original diagram as the answer.

J
A
R
D
I
N
E
R
A

ACTIVIDAD 3

Pantomimos

Form groups of eight to ten. Each group will divide into two teams. Using the list of words in the **En resumen** section of the *Pupil's Edition*, create cards with professions that can be acted out like charades. Each team should write six professions on separate cards and fold them up. Each team's cards will be put in a separate box or other container, and the first team will draw a card from the other team's box. The person on that team who draws the card must then act out the action listed on the card, without using words. Team members have two minutes to guess the action in order to win a point. The game continues, alternating turns, until all the cards have been used.

ACTIVIDAD
4
¡Opuestos!

Work in groups of five or six. The first player will create a sentence that contains one of the expressions for confirming and denying from the **En resumen** list in the *Pupil's Edition*. The second player must then create a sentence that is the exact opposite of the first sentence. For example, the first sentence might be **A mí me gustaría ser abogada**. The second person would then say **A mí no me gustaría ser abogada**. Work your way through the list of words in the list until everyone in the group has created one original sentence and one opposite sentence.

ACTIVIDAD
5
¡Vamos a jugar a la lotería!

Form groups of four and play bingo. Choose from the following words and expressions about careers and fill in the grid below. (El abogado, la agricultora, la arquitecta, el bailarín, el cartero, la dueña, el gerente, la jardinera, el juez, el operador, la peluquera, la taxista, la técnico, la veterinaria, los beneficios, el sueldo, el empleo, la empresa, el requisito, la carrera, el bufete, el seguro médico, el conocimiento, la habilidad, la puntualidad, el entrenamiento. One person in your group will be the caller and choose names from the list above at random. The person who wins will be caller on the next round.

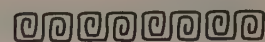
		GRATIS		

ACTIVIDAD
6
¿Quién es quién?

There are 12 words related to professions hidden in the puzzle. Complete the sentences with the appropriate vocabulary word or phrase, and then find it in the puzzle. Words may read across from left to right and down. Circle the words you find. Look at the example and then find the others.

- En una entrevista, hay un candidato y un entrevistador.
- Miguel es _____. Trabaja como defensor legal.
- Margarita es _____. Es la supervisora de tres empleados.
- Susana es _____. Ejecutiva bilingüe.
- Miguel es _____. Sabe mucho de las finanzas y los datos.
- Un _____ trabaja por el (la) dueño(a) de una compañía.
- Marisol es _____ y sabe mucho de cuestiones legales.
- Jorge es _____. Siempre ha sido un atleta muy bueno.
- Gregorio no es el jefe, pero le ayuda mucho a él. Es su _____.
- Ernestina conduce por toda la ciudad. Ella es _____.
- Roberto lucha para controlar los incendios. Él es _____.
- Luisa hace objetos de cerámica para vender. Ella es _____.

A	S	E	N	T	R	E	V	I	S	T	A	D	O	R	T	N	U	Z	W	
R	L	I	H	A	U	G	E	R	E	N	T	E	M	N	E	O	O	C	B	
M	N	G	Y	X	W	R	M	I	P	B	K	B	V	L	C	H	D	A	B	
N	U	Y	M	I	W	S	P	Q	R	S	A	J	P	O	E	N	G	K	J	
L	L	K	D	N	S	L	F	L	I	T	B	B	U	O	I	Y	I	N	D	A
A	R	D	W	T	N	F	E	R	I	M	O	E	O	W	C	U	D	E	N	
R	N	F	B	A	R	I	A	T	S	J	G	Z	Z	B	O	D	I	P	G	
T	D	W	L	R	G	H	D	B	S	E	A	A	V	R	S	A	A	O	A	
E	R	Q	H	D	O	Y	O	P	H	N	D	W	H	Q	I	B	T	R	A	
S	E	C	R	E	T	A	R	I	A	B	O	M	B	E	R	O	S	T	O	
A	Q	B	I	N	S	D	U	F	I	M	R	D	X	G	G	U	A	I	Z	
N	D	B	K	H	D	T	R	M	A	N	P	K	I	H	U	D	P	S	R	
A	G	Y	U	E	K	S	Q	A	S	I	S	T	E	N	T	E	A	T	Y	
Y	U	D	N	O	L	Y	C	O	N	T	A	D	O	R	T	H	Y	A	D	

BLOCK SCHEDULING HOMEWORK OPTIONS**Day 1 Due Date** _____

- ☐ Have students write and illustrate a future portrait of themselves for a 10th reunion.

Day 2 Due Date _____

- ☐ *Más práctica cuaderno*, pp. 101–103.
☐ *Cuaderno para hispanohablantes*, pp. 99–101.

Day 3 Due Date _____

- ☐ Complete *Actividades* 9 and 12 in *Pupil's Edition* in writing.
☐ *Más práctica cuaderno*, pp. 104.
☐ *Cuaderno para hispanohablantes*, p. 102.

Day 4 Due Date _____

- ☐ Complete *Hazlo tú*, p. 293.
☐ Review for *Etapa 2* Exam.

Day 5 Due Date _____

- ☐ Have students complete the assignment for *Conexiones*, p. 296.
☐ Preview *Etapa 3* Opener, pp. 298–299.

PROJECTS



PROJECT 1

Un mapa económico

Work in groups of four. Use the map on the right or other maps in the *Pupil's Edition* to create a geographic map of the four countries described in the **En contexto** section of your textbook. Then, work together to create symbols that represent the industries described and add them to the map to show what industries are found in each country. Create a map key that tells the meanings of the symbols and place it under the map. When your map is complete, present it to the rest of the class.



Materials: one piece of poster board per group, colored markers or pencils

Preparation:

- Work together to brainstorm symbols that can be used to represent each of the industries presented in the **En contexto** section of the *Pupil's Edition*.
- Draw a map of the four countries described in **En contexto**.
- Refer to the text to see which industries are important in each country. Add symbols to the map to indicate where each industry is found.
- Create a map key that tells the meaning in Spanish of each symbol you created.
- Present your map to the rest of the class.

Pacing Suggestion: following the presentation of Southern Cone industries in the **En contexto** section of the *Pupil's Edition*

PROJECTS



PROJECT 2

Los gráficos

Work in groups of four. Take the statistics from **Actividad 3** in the **En acción** section of the *Pupil's Edition* and create graphs that compare this information visually. First decide how to organize the information. Then decide what kinds of graphs you will create and how many. Once you have created the graphs, compare them with those done by other groups.



Materials: one piece of poster board per group, sheets of paper, colored markers or pencils

Preparation:

- Look at the information provided in the *Pupil's Edition*.
- Analyze it and decide how you will break it down in order to show it in graphs that compare the data.
- Decide what kind of graph you will use — a line graph, a bar graph, or a pie chart? Are there other ways you could show this information visually?
- Create your graphs. Make any corrections necessary and then copy them onto the poster board.
- Present your graphs to the rest of the class and compare them with the graphs done by the other groups. Did everyone divide up the information the same way?

Pacing Suggestion: following **Actividad 3** in the **En acción** section of the *Pupil's Edition*

LEARNING SCENARIOS



SCENARIO 1

Los números

Work in groups of four. Use your mathematical skills to see if you can deduce why the following process will always result in your original number. Speak in Spanish. Refer to the vocabulary in **En acción**.

1. Escojan un número; 2. Multiplíquelo por dos; 3. Sumen 12 al resultado; 4. Dividan el resultado por la mitad; 5. Quiten 6 del resultado. 6. ¡El resultado es el número original!

SCENARIO 2

Expresiones nuevas

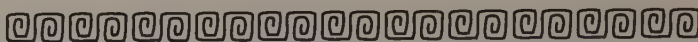
Work in groups of three. Think of the words “work” and “to work” in English. How many synonyms — formal, informal or slang — can you come up with for these words? Now do research to see how many synonyms, formal or slang, you can find for these words in Spanish. Present your findings to the rest of the class.



1 TARGETED STANDARDS	TEACHER'S REFLECTIONS
1.1 Interpersonal Communication	
1.2 Interpretive Communication	
3.1 Making Connections	
5.2 Lifelong Learning	

2 TARGETED STANDARDS	TEACHER'S REFLECTIONS
1.2 Interpretive Communication	
1.3 Presentational Communication	
2.1 Cultural Practices	
2.2 Cultural Products	
3.2 Acquiring Information	
4.1 Language Comparisons	
4.2 Cultural Comparisons	
5.1 School and Community	

LEARNING SCENARIOS

SCENARIO
3**Otros países
hispanohablantes**

Work in groups of three. Choose a Spanish-speaking country that was not profiled in the **En contexto** section of the *Pupil's Edition* and prepare a similar country profile for it. Divide the research into three areas: (1) major industries, (2) tourist attractions, and (3) population, currency, capital and major cities. Once you have completed your research, write a profile of the country and present it to the rest of the class.

SCENARIO
4**¡Un debate!**

Form groups of four. Role-play a debate among a business person, an academic, a social worker, and a doctor about how society should allocate its tax dollars. What sector of the community should be receiving the majority of the funds and why? Be prepared to support your argument with details. By the time you finish your debate, all members should agree to a budget that assigns various percentages of tax dollars to different fields. You may want to review the expressions for using statistics in the **En resumen** section of the *Pupil's Edition*.



3	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpretive Communication	
	1.3 Presentational Communication	
	2.1 Cultural Practices	
	2.2 Cultural Products	
	4.1 Cultural Comparisons	
	5.1 School and Community	

4	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	3.1 Making Connections	
	5.2 Lifelong Learning	

CHANGE-OF-PACE ACTIVITIES



ACTIVIDAD 1

¡Preguntas, por favor!

Work in groups of six. To begin the game, the first player will create a definition for a word from the **En resumen** list in the *Pupil's Edition*. He or she will then read his or her definition to the other players. They must compete to be the first to create a question for which the definition is the correct answer. For example, the first player might say **Esta persona tiene la responsabilidad de traducir de un idioma a otro**. The player who is the first to ask **¿Qué es un intérprete?** wins a point. The winning player then goes on to create the next definition. The game continues until one player has 10 points.

ACTIVIDAD 2

Chismes

The entire class sits in a circle. To begin the game, the first student creates a sentence using at least one item from the **En resumen** list in the *Pupil's Edition*. He or she whispers that sentence to the person on his or her left. That person whispers the sentence he or she heard to the next person, and so on. The last person to hear the sentence repeats what he or she heard out loud. The creator of the original sentence then tells the class what he or she said to begin with. How does it compare to the original sentence? The game begins again with the next person creating a new sentence.

ACTIVIDAD 3

¿Dónde estará?

Form groups of six. To begin the game, refer to the vocabulary list in the **En resumen** section as well as the explanation of the future perfect tense in the **En acción** section of the *Pupil's Edition*. To begin the game, the first player will complete the following sentence: **No sé dónde está Rebeca. Vino a la escuela hoy, pero no está. Tal vez...** For example, he or she could add **habrá tomado un vuelo a Argentina**. The next player picks up on a different part of the sentence and continues the speculations: **O tal vez habrá regresado a casa**. The game continues until everyone in the group has created at least two sentences.

ACTIVIDAD
4

Memoria

Work in groups of three. One person in the group will act as the moderator and create 20 flashcards, using the list from the **En resumen** section of the *Pupil's Edition*, and other words he or she knows. The moderator will choose 10 items and write each on one card. Then for each of the first 10 cards, he or she will create a related card in the second set of ten cards. (For example: **financiero** (card 1) **bolsa de valores** (card 2).) The moderator then mixes the cards up and places them face down on the table. The other two group members take turns pointing to two cards each turn. The moderator turns the cards over to see if they create a match. Once a match is made, the person who made it takes those cards off the table and keeps them. The game ends when all the workable combinations have been removed from the table. The person with the most cards wins.

ACTIVIDAD
5

¡Es mío!

The class forms a circle. The teacher holds up an object and the first player must say something about it, using the list of possessive pronouns in the **En resumen** list in the *Pupil's Edition* and pointing to the correct person or people. For example, if the teacher holds up a book, the first person might say **Es mío** and point to herself. The second might say **Es suyo** and point to another person in the group, and so on. The group has one minute per object to exhaust all six possibilities. If the group completes them all correctly within a minute, the group wins a point. If they fail to do so, the teacher wins a point. The game continues with the teacher holding up new objects until one side or the other has 10 points.

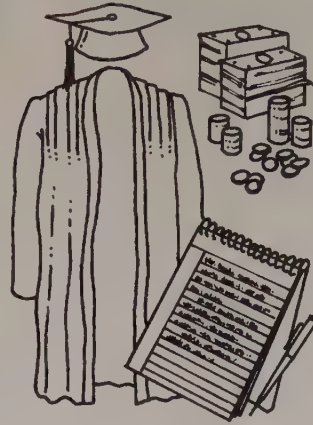
ACTIVIDAD
6

¿Realidad u opinión?

Form groups of six and divide into two teams. Each team will create sentences using the words from the **En resumen** section of the *Pupil's Edition*, and other words they know. The object of the game is to create sentences that are either fact or opinion and take turns presenting them to the opposing team. Once the other team hears the sentence, they must decide if it is fact or opinion. (For example, **La industria pesquera es muy importante en el noreste de Estados Unidos** is a fact, but **Ser trabajador social es una profesión importante** is opinion.) Each team wins a point when the opposing team fails to identify one of its sentences correctly.

ACTIVIDAD
7
Sopa de letras

Here are eight scrambled words from the **En resumen** section of the *Pupil's Edition* that relate to professions and economics. Use the cues provided to unscramble each item. Then, use the circled letter in each item to unscramble one more word that relates to patriotism.



1. Una persona que trabaja por un periódico pero vive en el extranjero: S P O O L R A N S E R C

_____ (C)

2. La industria en que se cultiva cereales: G U A C I L T A R R U

_____ (C)

3. Un mineral importante: R E H R O I

_____ (C)

4. La madera es un producto _____: S T R O L E F A

_____ (C)

5. Se refiere a un profesor o a una profesora: D A C O M A I C E

_____ (C)

6. Este persona sabe mucho de los ahorros y las cuentas corrientes: Q U A N R O B E

_____ (C)

7. Lo que hace un país con los productos que produce: P R O T A X E R

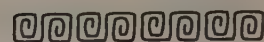
_____ (C)

8. Esta persona sabe varios idiomas: T E N P I R R E E T

_____ (C)

Now take the circled letters and unscramble them to answer the following.

9. Se necesita este recurso natural para producir la gasolina:

BLOCK SCHEDULING HOMEWORK OPTIONS**Day 1** Due Date _____

- ☐ Write answers to the *¿Comprendiste?* questions, p. 315.

Day 2 Due Date _____

- ☐ *Más práctica cuaderno*, pp. 109–111.
- ☐ *Cuaderno para hispanohablantes*, pp. 107–108.

Day 3 Due Date _____

- ☐ Complete *Actividad 9* in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, p. 112.
- ☐ *Cuaderno para hispanohablantes*, pp. 109–110.

Day 4 Due Date _____

- ☐ Have students complete their reports for *Actividad 7*, p. 320.
- ☐ Review for *Etapa 3* Exam and Unit 4 Comprehensive Test.

Day 5 Due Date _____

- ☐ Have students complete the assignment for *Conexiones*, p. 320.
- ☐ Preview *Unidad 5* Opener: Have students read and study, pp. 324–325.

Nombre _____

Clase _____

Fecha _____

PROJECTS



PROJECT 1

Nuestra comunidad... para jóvenes

Work in groups of four. Imagine that you are working for your city, town, or state's chamber of commerce. Your assignment is to create a one-page fact sheet for teen-age Spanish-speakers similar to the two sheets shown in the **En contexto** section of the *Pupil's Edition*. First, decide what aspect of the local art scene you want to focus on—dance, music, art exhibitions, theater? Then, create a list of items you wish to include. Write the text for your sheet, create it, and then share it with the rest of the class.



Materials: one sheet of poster board per group, colored markers or pencils, brochures from the local or state chamber of commerce designed for tourists (if available), scissors, glue

Preparation:

- Decide whether your fact sheet will focus on your town, city or state.
- Decide what aspect of the art community you wish to describe, then brainstorm a list of information you want to include on your fact sheet.
- Look for visuals or create them yourselves.
- Write the text for your fact sheet.
- Correct the text and then create the layout for your fact sheet by pasting the visuals on the poster board and writing in the text.
- Share your fact sheet with the rest of the class.

Pacing Suggestion: following the presentation of the Prado Museum and flamenco in the **En contexto** section of the *Pupil's Edition*.

Nombre _____

Clase _____

Fecha _____

PROJECTSPROJECT
2**Un anuncio**

Work in groups of six. Imagine that you work for the Spanish board of tourism. You have been asked to create a 60-second television commercial whose objective is to encourage tourism to Spain by Spanish-speakers from other countries. Review the cultural information you have learned about Spain in this **etapa**, along with other facts you already know. Decide what you will include in your commercial and create the text and storyboards (drawings that show what will be on the screen) to accompany it. Once you have finished creating your commercial, present it to the rest of the class.



Materials: three pieces of poster board per group, colored markers or pencils, scissors, glue, photocopies of the pages from **Etapa 1** of the *Pupil's Edition* that have visuals related to Spain (pages 316-321, 323, 325, 326, 331, 332, 333, 338)

Preparation:

- Brainstorm ideas for the central message of your commercial. What is the principal idea you want viewers to take away with them?
- Once you have decided on a central message, create a slogan for your commercial.
- Brainstorm ideas of visuals you can use in your commercial. This includes things you will film, items you have seen in the *Pupil's Edition*, or both.
- Write the text for your commercial, imagining what else will be on the screen when it is read or appears.
- Create the storyboards for the visuals for your commercial. These show what you will see as you hear or read the text. Draw in the visuals or use some from the *Pupil's Edition*.
- Correct your commercial's text and write it in underneath the appropriate visuals.
- Share your commercial with the rest of the class.

Pacing Suggestion: following the end of **etapa**, before moving on to **Etapa 2**

LEARNING SCENARIOS**SCENARIO 1****Reportajes culturales**

Work in groups of four. Choose one of the cultural topics you learned about in this **etapa** of the *Pupil's Edition* and prepare a report about it. This could include a famous painter or writer, a type of dance, a musical instrument or composition, a museum, or a type of literature or art. Once you have decided on your topic, divide it into four areas of research. Once you have completed your areas of research, compile the information and prepare a report on your topic. Present your report to the class in as interesting a way as possible.

SCENARIO 2**¡Tenemos que hacer esto primero!**

Work in pairs. Imagine that you have won a contest and you get to spend two days in Spain. Since your time is very limited, you are going to have to plan your itinerary very carefully. Work with your partner to role-play a conversation in which you decide exactly how you want to spend your time. How much time will you allocate for cultural events? For other kinds of sightseeing? One person is very much into the arts and culture, while the other person is more interested in shopping and fine dining. Make compromises to create a schedule that works for both of you.



1	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	2.1 Cultural Practices	
	2.2 Cultural Products	
	3.1 Making Connections	
	3.2 Acquiring Information	

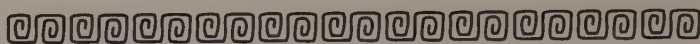
2	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	2.2 Cultural Products	
	5.2 Lifelong Learning	

Nombre _____

Clase _____

Fecha _____

LEARNING SCENARIOS



SCENARIO 3

Otras tradiciones

Work in groups of three. Choose an area of the arts to explore further: literature, music, dance, or painting. Then, create a list of questions to ask a Spanish-speaking person from another country about that field. Once your list is complete, interview a Spanish-speaker from a country other than Spain. Collect as much information as you can, then compile your findings. Present your report to the rest of the class.

SCENARIO 4

Un documental

Work in groups of three. Imagine that two of you are part of a team that is preparing a documentary about a famous Spanish-speaking artist. One person is writing the script and the other person is lining up the film shots you will take for the visuals. The third person will play the role of the artist. Role-play a conversation in which you meet for the first time to discuss the documentary.



3 TARGETED STANDARDS	TEACHER'S REFLECTIONS
1.2 Interpretive Communication	
1.3 Presentational Communication	
2.1 Cultural Practices	
2.2 Cultural Products	
3.2 Acquiring Information	
4.1 Language Comparisons	
4.2 Cultural Comparisons	
5.1 School and Community	

4 TARGETED STANDARDS	TEACHER'S REFLECTIONS
1.1 Interpersonal Communication	
1.2 Interpretive Communication	
4.1 Language Comparisons	
5.2 Lifelong Learning	

CHANGE-OF-PACE ACTIVITIES**ACTIVIDAD 1****¿Quién soy yo?**

Form groups of three or four. One person will think of a person or thing mentioned in the **En resumen** list in the *Pupil's Edition*. To begin the game, he or she will announce **Soy una persona**, **Soy un objeto**, or **Soy una actividad**. The other members of the group will try to guess the item, asking questions that can be answered by **Sí** or **No**, and using the vocabulary from the **En resumen** section of the *Pupil's Edition*, along with other words you already know. Keep track of the number of guesses it takes to come up with the correct answer. The person whose idea was most difficult to guess is the winner.

ACTIVIDAD 2**El alfabeto**

Work in groups of 8 to 10. Form a circle. The first person in the circle will create a sentence using a word from the **En resumen** section of the *Pupil's Edition* that begins with the letter **a** along with a relative pronoun. For example, **Éste es el artista que pinta autorretratos**. The next person must come up with a sentence that contains a relative pronoun and a word beginning with the letter **b**: **Áquella es la escritora que escribió la biografía de Picasso**. Continue until all the letters of the alphabet have been used. If you can't find words that begin with specific letters, skip over them and move on to the next letter. You may want to review the explanation of relative pronouns in the **En acción** section of the *Pupil's Edition* before you begin.

ACTIVIDAD 3**Preguntas**

Play this game with the entire class. Divide into two teams. To begin, the first player must stand up and ask the opposite team a question that includes a word from the **En resumen** section of the *Pupil's Edition* as well as either the interrogative **¿Qué...?** or **¿Cuál?** For example, **¿Cuál te gusta más—las naturalezas muertas o los paisajes?** If the sentence is formed correctly, the asking team receives a point. The other team must answer the question correctly and then ask its own question. They receive one point for a correct answer and another for a correct new question. Teams alternate turns until one team has 20 points. You may want to review the explanation of **qué** vs. **cuál** in the **En acción** section of the *Pupil's Edition* before you begin.

Nombre _____

Clase _____

Fecha _____

ACTIVIDAD
4

¿Dónde está...?

The entire class forms two teams. The first player points to an object and asks a question: **¿Dónde está aquella puerta?** The player from the other team must answer the question correctly, using the appropriate demonstrative pronoun (that relates to the demonstrative adjective used in the question) and saying it is close (**está cerca**), at medium distance (**no está muy lejos**) or far (**está lejos**), again based on the demonstrative adjective used in the question. For example: **Aquella está lejos**. If the player answers correctly, his or her team wins a point. It is then that player's turn to ask a question to the other team. The game continues in this fashion until one team has 15 points. You may want to review the explanation of demonstrative adjectives and pronouns in the **En acción** section of the *Pupil's Edition* and refer to the following chart that relates the distances to the pronouns.

este(a), éste(a)	está cerca
ese(a), ése(a)	no está muy lejos
aquel, aquella, aquél, aquélla	está lejos

ACTIVIDAD
5

¡A jugar!

Work in groups of six. Take the following grid and, in each square, write a word from the list in the **En resumen** section of the *Pupil's Edition*. To start the game, place the grid on a desk or on the floor and stand at a distance. Toss a coin or other kind of marker onto the grid. The player must then take the word or words indicated and use them to create a correct Spanish sentence. If the player's sentence is voted correct by the group, he or she gets a point. The next player must toss the marker again and use the next item to create a new sentence. (If a player lands on a square that has already been used, he or she loses his turn.) Play for 15 minutes. The game ends when time is up and the player with the most points wins.

Nombre _____

Clase _____

Fecha _____

ACTIVIDAD
7

Pasatiempo: Las artes

The answers to this crossword puzzle are all words that relate to the arts in their various forms. Use the clues provided to complete the puzzle. Fill in the blank in the clue with the correct word and then fill it into the puzzle. The first one has been done for you.

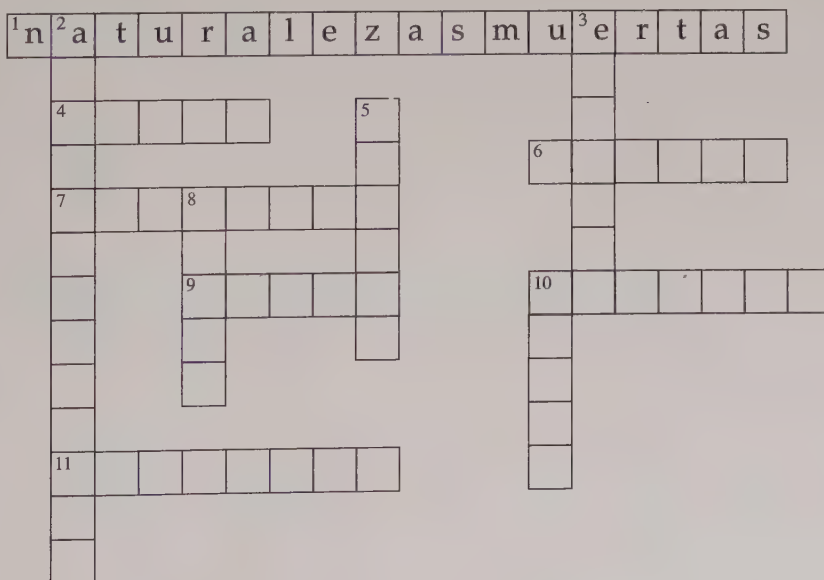


ACROSS

- Los cuadros que contienen varios objetos inanimados son las naturalezas muertas.
- El _____ es una escena hecha de lana o seda.
- Un relato corto de ficción también se llama un _____.
- Uno de los participantes en un tablao de flamenco es la _____.
- _____ las palmas es una parte importante del flamenco.
- La _____ es un baile típico de Barcelona y otras ciudades catalanas.
- Típicamente se baila el _____ en el sur de España.

DOWN

- Cuando un(a) escritor(a) escribe la historia de su vida se le llama una _____.
- Un estilo de pintura también se puede llamar una _____ de pintura.
- «Las meninas» es un _____ famoso de Velázquez.
- Las palabras que se cantan se llaman la _____ de una canción.
- Un grupo de cien años es un _____.



Nombre _____

Clase _____

Fecha _____

BLOCK SCHEDULING HOMEWORK OPTIONS**Day 1 Due Date** _____

- ☐ Write answers to the *¿Comprendiste?* questions, p. 331.

Day 2 Due Date _____

- ☐ Write a description of a painting, using the *Vocabulario*, pp. 330, 335.
- ☐ *Más práctica cuaderno*, pp. 117–118.
- ☐ *Cuaderno para hispanohablantes*, pp. 115–116.

Day 3 Due Date _____

- ☐ *Más práctica cuaderno*, pp. 119–120.
- ☐ *Cuaderno para hispanohablantes*, pp. 117–118.

Day 4 Due Date _____

- ☐ Complete *Hazlo tú*, p. 345.
- ☐ Review for *Etapa 1* Exam.

Day 5 Due Date _____

- ☐ Have students complete the assignment for *Conexiones*, p. 348.
- ☐ Preview *Etapa 2* Opener, pp. 350–351.

PROJECTS



PROJECT 1

Para el futuro

Form groups of six. Imagine that you are preparing a time capsule about our civilization that will be opened in one hundred years. Write your message in Spanish. Brainstorm ideas about what objects you would put in a time capsule that would reflect the accomplishments, interests, and events of our society as it stands today. Then write some text describing life at the end of the 20th century and explaining the significance of the items you are including. Once you are finished, share your time capsule with the rest of the class.



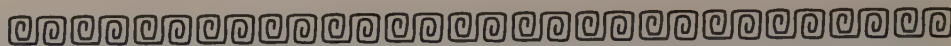
Materials: three pieces of poster board per group, two or three sheets of corrugated cardboard, scissors, glue, colored markers or pencils, one cardboard box, writing paper

Preparation:

- Brainstorm a list of at least eight objects you would put in a time capsule and why.
- Draw these objects, create them out of poster board or cardboard, find photos of them, or bring in the actual objects themselves.
- Write text that describes our society today in brief (two to three paragraphs). Then write two- or three-sentence explanations of why you are including each object.
- Correct your text and write the description on a piece of poster board that will fit inside the cardboard box. Then write each object's explanation on a piece of paper or poster board and attach it to that object or drawing of that object.
- Place all your materials in the box and decorate it like a time capsule.
- Once your time capsule is complete, present it to the rest of the class.

Pacing Suggestion: following the presentation on indigenous civilizations in the **En contexto** section of the *Pupil's Edition*

PROJECTS

PROJECT
2

Los jeroglíficos

Form groups of four. Create a system of hieroglyphics with symbols that represent each letter of the Spanish alphabet. Then think of a message you would like to send to the other groups in your class. Write your message in hieroglyphics and attach the key that shows the relationship between the hieroglyphics and the Spanish alphabet. Decipher the messages that come to you from the other groups and share your message with them.

Materials: one piece of poster board per group, colored markers or pencils

Preparation:

- Look at the hieroglyphic message in the **En resumen** section of the *Pupil's Edition*. Brainstorm symbols you could use for your system of hieroglyphics.
- Create a key that shows a hieroglyphic symbol corresponding to every letter of the Spanish alphabet.
- Brainstorm ideas for a message you can write in hieroglyphics.
- Once you agree on a message, write it out in hieroglyphics and check it against your key.
- Copy your message and the key onto the piece of poster board.
- Share your message with the other groups and see if they can decipher it. Decipher the messages you receive from them.

Pacing Suggestion: following the end of the **etapa**, before moving on to **Etapas 3**

LEARNING SCENARIOS



SCENARIO 1

Otras civilizaciones

Work in groups of three. Choose one of the following indigenous civilizations: **los taínos, los miskitos, los olmecas, los zapotecas, los mixtecas, los chibchas, los kunas, los colorados, los guaraníes.** Find more information about it. Compile your facts to create a report about that culture. Then present it to the other groups.

SCENARIO 2

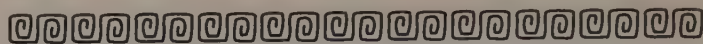
Una visita al museo

Work in groups of four. Imagine that you are about to visit a museum that specializes in exhibits about all kinds of pre-Columbian indigenous cultures. You must choose just one culture and prepare a report on it. Each person should choose a different culture described in the **En contexto** section and give reasons why it should be the culture chosen for the report. Be prepared to defend your choice!

1	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.3 Presentational Communication	
	2.1 Cultural Practices	
	2.2 Cultural Products	
	3.2 Acquiring Information	
	4.1 Language Comparisons	
	4.2 Cultural Comparisons	

2	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	2.1 Cultural Practices	
	2.2 Cultural Products	
	4.2 Cultural Comparisons	
	5.2 Lifelong Learning	

LEARNING SCENARIOS

SCENARIO
3**¡Viva la música!**

Work in groups of three. Choose one of the kinds of regional dances mentioned in the **En acción** section of the *Pupil's Edition* or others you may already know or would like to learn about. Decide which one you want to research. Try to find an example of the music used to bring to class. Prepare a report to present to the class, with musical accompaniment if possible!

SCENARIO
4**Las artesanías**

Work in groups of three. Imagine that you are three **artesanos** who specialize in a different area of craftsmanship and are planning to set up a workshop. Describe the kind of work you do. Then, work together to come up with a short advertisement for your workshop that describes the crafts you make and sell and how much they cost. Include as much information as possible about the crafts themselves. Share your advertisement with the rest of the class.



3	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	2.1 Cultural Practices	
	2.2 Cultural Products	
	3.1 Making Connections	
	3.2 Acquiring Information	
	5.1 School and Community	

4	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.3 Presentational Communication	
	2.1 Cultural Practices	
	2.2 Cultural Products	
	5.2 Lifelong Learning	

CHANGE-OF-PACE ACTIVITIES



ACTIVIDAD 1

¡A dibujar!

Form groups of eight and divide into two teams. Each team will create five cards for the opposite team, choosing items from the **En resumen** list in the *Pupil's Edition* that can be identified in a drawing. The game begins when one team member selects a card and draws the vocabulary item on the card. His or her team members have two minutes to guess what vocabulary item their team has drawn. If they correctly identify the item within the two-minute time period, they win a point. The game proceeds until all the cards have been used. The team with the most points wins.

ACTIVIDAD 2

¿Qué me traes?

Work in groups of six to eight. To begin the game, the first player completes this sentence: **Mi amigo va a México y me va a traer....** The second person must then repeat the first person's sentence, changing it to refer back to the first player, and then completing it for him or herself, **Mi amigo va a México y le va a traer a Ana un bordado y me va a traer un tejido.** The game continues until the next player can no longer remember all the parts of the sentence correctly. He or she then begins a new sentence.

ACTIVIDAD 3

Definiciones

Work in groups of eight. Divide into two teams. Each person on the team will prepare two descriptions, each of which will describe a word presented in the **En resumen** section of the *Pupil's Edition*. The description will contain three sentences. Each sentence will progress from most difficult to least difficult. Once all the descriptions have been written, put each team's description into a box. The beginning team chooses a description and the opposing team reads them the first sentence. If they guess correctly after the first sentence, they win three points. If they don't guess correctly, they go on to the next sentence. If they guess correctly after the second sentence, they win two points. If they guess correctly after the third sentence, they win one point. After one definition is completed it is the other team's turn. The game continues until all the descriptions have been read. The team with the most points at the end of the game is the winner.

ACTIVIDAD
4
¡Lo más rápido posible, por favor!

Form groups of six. To begin the game, the first player will make a statement using one of the words from the **En resumen** list of the *Pupil's Edition*. For example: **El tango es un baile argentino...** As soon as he or she says the sentence, each player will try to respond as quickly as possible with a follow-up phrase that uses **lo que**. For example, he or she could say **...lo que es muy famoso por todo el mundo**. The first player to come up with a valid sentence wins a point. Then, he or she goes on to create a new sentence. The first player to reach 10 points wins.

ACTIVIDAD
5
¡Vamos a jugar a la lotería!

Form groups of four and play bingo. Choose from the following words and expressions about careers and fill in the grid below: el bordado, el jade, el mural, la muralista, el tallado, el tejido, el baile folklórico, la bamba, la cumbia, la danza, la habanera, el jarabe tapatío, el mambo, el merengue, el tango, la cifra, la civilización, el conquistador, la creencia, el cronista, los jeroglíficos, el Nuevo Mundo, la pirámide, las ruinas, la técnica. One person in your group will be the caller and choose names from the list above at random. The person who wins will be the caller on the next round.

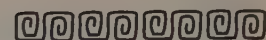
		GRATIS		

ACTIVIDAD
6
Pasatiempo: El Nuevo Mundo

There are ten hidden words related to the New World. Complete the sentences and circle the words in the puzzle. Words may read across from left to right or down.

1. A los españoles, la tierra que encontró les parecía un Nuevo Mundo.
2. Se usa este término para referirse a las civilizaciones que existían antes de la llegada de Colón: _____.
3. Un _____ es una pintura grande sobre temas históricos o sociales.
4. Los indígenas tenían religiones y _____ diferentes de los españoles.
5. Un _____ escribió del descubrimiento del Nuevo Mundo.
6. Chiapas, México, es un sitio famoso por esta artesanía: el _____.
7. Hernán Cortés es un ejemplo de un _____ español.
8. El _____ es un material que se usa para las esculturas y la joyería.
9. El imperio azteca era una _____ avanzada.
10. La _____ es un tipo de arquitectura precolombina muy típica.

A	S	E	N	T	R	E	V	I	S	N	U	E	V	O	M	U	N	D	O
C	L	I	J	E	R	O	G	L	I	F	I	C	O	N	U	O	O	C	B
O	N	G	Y	N	J	R	M	I	P	B	K	B	V	L	R	H	D	A	B
N	U	Y	M	P	A	S	O	Q	R	S	G	P	P	O	A	A	G	K	J
Q	L	K	D	D	D	L	D	F	I	T	O	J	L	O	L	Y	N	D	A
U	R	D	W	M	E	C	I	V	I	L	I	Z	A	C	I	Ó	N	C	N
I	N	F	B	A	R	I	D	T	B	C	R	O	N	I	S	T	A	R	G
S	D	W	L	R	G	H	P	B	O	P	I	R	Á	M	I	D	E	E	A
T	R	Q	H	D	O	Y	O	P	R	N	D	W	H	Q	I	F	T	E	A
A	T	E	J	I	D	O	O	F	D	B	D	V	M	O	R	A	S	N	O
D	D	B	I	N	S	D	U	F	A	I	R	D	X	G	G	U	A	C	C
O	D	B	K	H	D	T	R	M	D	N	P	K	I	H	U	D	P	I	R
R	G	Y	U	E	P	R	E	C	O	L	O	M	B	I	N	O	O	A	A
Y	U	D	N	O	L	Y	D	E	H	J	S	Q	X	R	T	H	Y	S	D

BLOCK SCHEDULING HOMEWORK OPTIONS**Day 1 Due Date** _____

- ☐ Write answers to the *¿Comprendiste?* questions, p. 353.
- ☐ Have students do research for *Situaciones*, section 3, p. 355.

Day 2 Due Date _____

- ☐ *Más práctica cuaderno*, pp. 125–126.
- ☐ *Cuaderno para hispanohablantes*, pp. 123–124.

Day 3 Due Date _____

- ☐ *Más práctica cuaderno*, pp. 127–128.
- ☐ *Cuaderno para hispanohablantes*, pp. 125–126.

Day 4 Due Date _____

- ☐ Complete *Hazlo tú*, p. 367.
- ☐ Review for *Etapa 2* Exam.

Day 5 Due Date _____

- ☐ Have students complete the assignment for *Conexiones*, p. 370.
- ☐ Preview *Etapa 3* Opener, pp. 372–373.

PROJECTS**PROJECT
1****El libro del año**

Work in groups of four. Imagine that you work in the promotions department of a publishing company. You are going to design the front and back cover for this year's hot new Spanish novel.

Create a title, author, and very brief plot summary for this book. Then, come up with a front cover design and back cover copy that will get potential buyers excited about the book. Once you have created your front and back covers, share them with the rest of the class.

Materials: one piece of poster board per group, colored markers or pencils

Preparation:

- Brainstorm ideas for the content of your novel. Will it be mystery, romance, action?
- Once you have decided on a basic idea for your novel, create a name for it and for the author. Then write a brief (4-6 sentence) summary of the plot.
- Brainstorm ideas for what will go on the book's front and back covers. What can you do to make it as eye-catching as possible?
- Write the text that will go on the front and back covers.
- Correct your text, then create the layout for the front and back covers by drawing them on the poster board and then writing in the text as needed.
- Present your covers to the rest of the class.

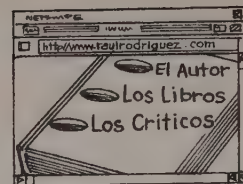
Pacing Suggestion: following the presentation of literary vocabulary in the **En acción** section of the *Pupil's Edition*

PROJECTS

PROJECT
2

Publicidad electrónica

Work in groups of four. Imagine that you are creating a web page for a Spanish-speaking author who wishes to publicize his or her work via the Internet. Together, brainstorm a list of features that you would like to include on the website's home page. Make sure you include at least 4 or 5 major links to other relevant Spanish sites. Then create the screen for the home page as well as for one of the links. Once you have completed your website, share it with the rest of the class.



Materials: one piece of poster board per group, colored markers or pencils

Preparation:

- Brainstorm an identity for your author. Give him or her a name and a URL.
- Work together to come up with a list of features that will serve as the major links on the author's home page. Refer to the drawing above for ideas.
- Design the author's home page and create it on the top of the piece of poster board.
- Decide which of the links you are going to show in further detail.
- Write the text for that link and come up with ideas for graphics.
- Correct the text as necessary and create the second page of the website at the bottom of the sheet of poster board.
- When your two web pages are complete, share them with the rest of the class.

Pacing Suggestion: at the end of the **etapa** before going on to Unidad 6

LEARNING SCENARIOS



SCENARIO 1

Una charla literaria

Work in groups of five or six. Imagine that one of you is the author of a bestselling new book. The rest of you are in the audience to discuss the book with the author. The person role-playing the author will give a short description of his or her book. The rest of the group members must ask questions or give opinions about the book. Don't be afraid to ask hard-hitting questions, but make sure the level of the language is always polite!

SCENARIO 2

Escritores famosos

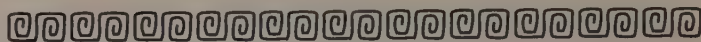
Work in groups of three. Choose a famous Spanish-speaking author and prepare a report about his or her life and work. Divide your research topics into three areas: a biography of the writer, information about his or her works and literary influences, and a short example of his or her work with translations of unfamiliar words. Compile your findings into a report. Make copies of the writing selection and definitions and give them to the rest of the class when you present your report.



1	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	4.1 Language Comparisons	
	5.2 Lifelong Learning	

2	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	2.2 Cultural Products	
	3.1 Making Connections	
	3.2 Acquiring Information	
	4.1 Language Comparisons	
	4.2 Cultural Comparisons	

LEARNING SCENARIOS



SCENARIO 3

Una encuesta

Each person in the class should interview a Spanish-speaking person and write down his or her favorite book and movie in Spanish. Bring the results to class and tally them on the blackboard. See if more than one person voted for the same book or movie. Then, break into groups of three to four and discuss the results. How familiar are you with the works chosen?

SCENARIO 4

Una película nueva

Work in groups of four. Imagine that you are going to make a Spanish-language film of a book that you all know. One person will be the director, one the scriptwriter, one the cinematographer and one the leading man or lady. Decide what book you want to film, then discuss what you need to do in order to make the film. Talk about what aspects of the book you want to emphasize and what aspects you will eliminate or de-emphasize. Make sure everyone is in agreement with your final treatment of the novel.



3	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	2.1 Cultural Products	
	3.2 Acquiring Information	
	4.2 Cultural Comparisons	
	5.1 School and Community	

4	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	3.1 Making Connections	
	5.2 Lifelong Learning	

CHANGE-OF-PACE ACTIVITIES



ACTIVIDAD 1

¡Otra palabra, por favor!

Form groups of six to eight. The object of the game is to create the longest sentence you can, using the list of literary criticism terms in the *Pupil's Edition*. The first player will begin by saying **Este libro es...** and adding an adjective from the list: **Este libro es deslumbrante**. The next student must repeat the entire sentence and then add their own adjective: **Este libro es deslumbrante y contemporáneo**. The game continues until the next player can no longer remember all the parts of the sentence or can no longer add a word that makes sense within the context of the sentence. At that point, he or she chooses another sentence starter and begins again.

ACTIVIDAD 2

Asociaciones

Form groups of eight. To begin the game, the first player will say a word from the **En resumen** list in the *Pupil's Edition*. The next player must then associate another word with it as quickly as possible. (This word may or may not be from the **En resumen** list.) The next player must then associate a new word with the second word and so on. For example, if the first word is **poeta**, the next person might say **creativo**. The next player might associate the word **original** with **creativo** and the next person might associate **guión** with **original**, and so on. Once all eight players have participated, compare the original word with the final associated word to see how far you have come! Then choose a new word and start over.

ACTIVIDAD 3

¡Más rápido, por favor!

The entire class forms a circle. The teacher holds up an object and tosses or passes it to the first player. He or she must look at the object and then say either **Me lo dio** or **Me la dio**, depending upon the object received. Then, he or she tosses it to another player who must try to come up with a different correct sentence about the object. For example, the second player might say **Tú me lo (la) diste**, **Nos lo (la) diste** (indicating him or herself and another person) or **Nos lo (la) dio** [name]. Then, he or she throws it to the next person. The next player will try to come up with a different sentence and so on. Players must try to play as quickly as they can until all the options have been exhausted. At that point, the teacher will toss or pass a new object and the game will begin again. Review the explanation of double object pronouns in the **En resumen** section of the *Pupil's Edition* before you begin.

ACTIVIDAD
4**Crucigrama**

Work in groups of four. To begin the game, one student chooses any word from the **En resumen** list in the *Pupil's Edition* that is at least seven letters in length and writes it vertically on a piece of paper. For example:

E
M
O
C
I
O
N
A
N
T
E

Each student then takes turn creating a crossword puzzle by writing in a word that uses a letter of an already existing word. For example, the next student could write in the word **contemporáneo** horizontally, using the **c** in **emocionante**. The game ends when the next student can no longer find a space to fit in a word from the list. Once the puzzle is complete, write clues that correspond to the words and create an actual blank crossword puzzle, with your original diagram as the answer. Trade crossword puzzles with other groups.

ACTIVIDAD
5**Categorías**

Work in groups of six. Divide each group into two teams. Each team will take the list of words about literature and films in the **En resumen** section of the *Pupil's Edition* and create as many categories as possible with words from the list. Each category must have at least two entries under it in order to count as a category and must use all the words from the word list that apply. For example, using the words **contemporáneo**, **dramático**, **emocionante**, **amenazador** and **original** you could create the category of novelas de **Stephen King**. Be creative with how you categorize the words on the list! Each team must create as many categories as it can within the space of 15 minutes. At the end of the time period, the team with the most categories is the winner.

ACTIVIDAD
6**Pasatiempo: La literatura**

Here are eight scrambled words from the **En resumen** section of the *Pupil's Edition* that relate to literature. Use the cues provided to unscramble each item. Then, use the circled letter in each item to unscramble one more word that relates to the writing life.

1. Cuando una obra literaria no tiene originalidad se dice que es: D I A V D E R O

____ _ () ____ _

2. El estilo o tipo de literatura también se llama: N O G R E E

____ _ () ____ _

3. El carácter principal de una novela: T R O O G P A T A S I N

____ _ () ____ _

4. Una obra que imita o burla de otra: A R T I S A

____ _ () ____ _

5. Una persona que escribe obras en verso: T E A O P

____ _ () ____ _

6. La acción o historia de una novela se llama: M A R T A

____ _ () ____ _

7. Una obra literaria que es muy original: V E C T O R I A

____ _ () ____ _

8. Una persona que escribe novelas: L O N A V I T E S

____ _ () ____ _

Now take the circled letters and unscramble them to answer the following.

9. Una obra que es diferente de las otras de su género:

____ _

BLOCK SCHEDULING HOMEWORK OPTIONS

Day 1 Due Date _____

- ☐ Write answers to the *¿Comprendiste?* questions, p. 375.

Day 2 Due Date _____

- ☐ Complete *Actividad 5* in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, pp. 133–135.
- ☐ *Cuaderno para hispanohablantes*, pp. 131–133.

Day 3 Due Date _____

- ☐ *Más práctica cuaderno*, p. 136.
- ☐ *Cuaderno para hispanohablantes*, p. 134.

Day 4 Due Date _____

- ☐ Complete *Hazlo tú*, pp. 389, 391.
- ☐ Review for *Etapas 3* Exam.

Day 5 Due Date _____

- ☐ Preview *Unidad 6* Opener: Have students read and study pp. 398–399.

PROJECTS**PROJECT
1****La tele-guía**

Work in groups of four. Prepare a television guide in Spanish for a perfect day of viewing. Brainstorm a list of at least ten programs or movies that you would like to watch. Make sure that everyone in the group has at least two items on the final list of eight. Then, create the visuals to go along with the listings. Write the text and create the television guide. When you are finished, share it with the rest of the class.



Materials: one piece of poster board per group, copies of *TV Guide* magazine or television listings from the local newspaper, glue, scissors, colored markers or pencils, writing paper

Preparation:

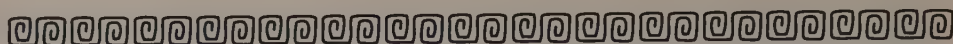
- Brainstorm a list of ten ideal programs you would want to watch in Spanish. These can be real or imaginary.
- Decide upon eight programs to include in your TV listing. Make sure that everyone in the group gets at least two choices on the list.
- Create the text to describe each program.
- Look for visuals that could accompany the programs or create them yourselves.
- Correct your text.
- Create the TV listings by pasting the visuals on the poster board and writing in the text for each program.
- When your listing is complete, share it with the rest of the class.

Pacing Suggestion: following the presentation of television vocabulary in **En contexto**

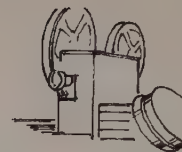
Nombre _____

Clase _____

Fecha _____

PROJECTSPROJECT
2**Una película impresionante**

Work in groups of four. Imagine that you work for a Spanish-language magazine in the United States. You have been chosen to write a review in Spanish of a film. Brainstorm ideas about which film to choose. Once you have selected a film, preferably one most of you have seen, write the text for a short review (1-2 paragraphs) in which you critique the film. Create a rating system to rate the movie. Decorate your film review with a photo or drawing, if possible, use an ad or still from the movie. When you are finished, present your review to the rest of the class.



Materials: one piece of poster board per group, colored markers or pencils, the movie section of a newspaper or magazine, scissors, glue

Preparation:

- Brainstorm a list of ideas for the film you will review.
- Choose a film and get your group's reaction to it. Discuss your reactions and try to agree upon a point of view that represents the majority of opinions.
- Write the text of your review. Include a rating system and rating for this film.
- Correct the review's text. Create your review by writing it on poster board and decorating it with ads or photos. Be sure to include your rating guide.
- Once your review is complete, present it to the rest of the class. Do they agree or disagree with your review?

Pacing Suggestion: following the presentation of vocabulary for critiquing in **En acción**

LEARNING SCENARIOS**SCENARIO 1****Te invito**

Work in pairs. Role-play a conversation in which two classmates make plans to watch television or go to a movie. One person should also invite the other to have coffee afterwards. Discuss in detail whether you want to see a movie or watch television, then decide what kind of film or programming the two of you prefer. Finally, make plans about where to go for coffee afterwards. Remember that when you use the phrase **Te invito**, it means that you will pay for the drink or meal. Use phrases such as **¿Por qué no...?** or **¿Te gustaría...?** to initiate the first part of the invitation.

SCENARIO 2**Un debate**

Form groups of four. Divide into two teams and organize a debate in which you attack or defend the idea of ratings for movies and television. (What are the pros and cons of such systems? What benefits do they offer society? What are their social or political drawbacks?) Each team member should develop one principal argument to present to the other side and be prepared to rebut the other team's arguments. Conduct any research necessary to support your opinion before you begin.



1	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	2.1 Cultural Practices	
	4.1 Language Comparisons	
	5.2 Lifelong Learning	

2	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	3.1 Making Connections	
	3.2 Acquiring Information	

Nombre _____

Clase _____

Fecha _____

LEARNING SCENARIOS



SCENARIO 3

Los favoritos

Each person in the class should interview a Spanish-speaking person and write down his or her three favorite Spanish-language programs. Bring the results to class and tally them. Then, break into groups of three to four and discuss the results. Were the top shows comedies, game shows, soap operas or sports programs? Why do you think these shows are so popular?

SCENARIO 4

Las estrellas de la tele

Work with a partner to create a short article about television similar to the one in **En voces**. Your article must be in Spanish. Make sure you incorporate some of the vocabulary you learned for critiquing television. Work together to create a rough draft, then exchange your draft with another pair. Once your article is complete, share it with the rest of the class.



3 TARGETED STANDARDS	TEACHER'S REFLECTIONS
1.1 Interpersonal Communication	
1.2 Interpretive Communication	
2.1 Cultural Products	
2.2 Cultural Practices	
3.2 Acquiring Information	
4.2 Cultural Comparisons	
5.1 School and Community	

4 TARGETED STANDARDS	TEACHER'S REFLECTIONS
1.2 Interpretive Communication	
1.3 Presentational Communication	
3.1 Making Connections	
5.2 Lifelong Learning	

Nombre _____

Clase _____

Fecha _____

CHANGE-OF-PACE ACTIVITIES



ACTIVIDAD 1

¿Qué hacías...?

Work in groups of 4 to 6. Sit in a circle. Choose one person to be the group's reporter. He or she will write down all the sentences you create as you tell your story. Before beginning the game, refer to the explanation of the preterite versus the imperfect in **En acción**. The first player begins the game by completing the phrase **Todos mirábamos la televisión cuando...** with an activity. For example, **Todos mirábamos la televisión cuando de repente un hombre misterioso tocó a la puerta**. The next person must then continue the story by adding a sentence that uses either the preterite or the imperfect. For example: **Todos ya estábamos muy nerviosos porque era una noche oscura** or **Tim miró por la ventana de la puerta para verlo mejor**. The game continues in this fashion, with each player continuing the story, until everyone in the group has added two sentences. Once the story is complete, share it with the class.

ACTIVIDAD 2

Pantomimas

Form groups of six. Each group will divide into two teams. Using the list of words in **En resumen**, create cards with television-related vocabulary words that can be guessed like charades. Each team should write four items on separate cards and fold them up. Each team's cards will be put in a separate box or other container, and the first team will draw a card from another team's box. The person who draws a card must act out the action listed on the card, without using words. Team members have two minutes to guess the word in order to win a point. The game continues, alternating turns, until all the cards have been used.

ACTIVIDAD 3

¡Preguntas, por favor!

Work in groups of six. To begin the game, the first player will create a definition for a word from **En resumen**. He or she will then read the definition to the other players. They compete to be the first to create a question for which the definition is the correct answer. For example, the first player might say **Se usa esto para poder ver programas de todo el mundo**. The player who is the first to ask **¿Qué es una antena parabólica?** wins a point. The winning player then goes on to create the next definition. The game continues until one player has 10 points.

Nombre _____

Clase _____

Fecha _____

ACTIVIDAD
4**Chismes**

The entire class sits in a circle. To begin the game, the first student creates a sentence using at least one item from **En resumen**. He or she whispers that sentence to the person on his or her left. That person whispers the sentence to the next person, and so on. The last person to hear the sentence repeats it out loud. The creator of the original sentence then tells the class the initial sentence. The game begins again with the next person creating a new sentence.

ACTIVIDAD
5**Una historia increíble**

Form groups of six. Each group should divide into two teams, each of which will write down a list of eight words from **En resumen**. The two teams exchange lists of words. Each team must use the list of words they receive to write a past-tense short story that contains all of the words on the list. Each team has 10 minutes to write the story. Once all the teams have completed their stories, they will read them to the class and the class will vote on whose story is the most creative, given the list of words that had to be incorporated. You may want to review the explanation of preterite versus imperfect in the **En acción** section of the *Pupil's Edition* before beginning.

ACTIVIDAD
6**¿Qué te dijo?**

Work in groups of six to eight. To begin the game, the first player completes this sentence: **El profesor o la profesora** (or another person) **me dijo que...** The second person must then repeat the first person's sentence, changing it to refer back to the first player, and then completing it for him or herself—**El profesor le dijo a Shannon que no había clases hoy, pero me dijo a mí que sí teníamos tarea.** The third person changes it as follows, **El profesor les dijo a Shannon y a Ron que no había clases hoy, pero que sí teníamos tarea. Pero me dijo a mí que podríamos salir temprano hoy.** The game continues until a player can no longer remember all the parts of the sentence correctly. He or she then begins a new sentence. Refer to the explanations of sequence of tenses and reported speech in **En acción** before beginning.

ACTIVIDAD 7

Pasatiempo: La tele

This crossword puzzle relates to television. Fill in the blank in the clue with the correct word and then fill it into the puzzle. The first one has been done for you.

**ACROSS**

1. Para ver programas de todo el mundo se usa una antena parabólica.
7. alguna gente piensa que la televisión puede controlar y _____ a los televidentes.
8. Cuando ves una teleserie, sólo puedes ver un _____ por semana.
9. Si quieres ganarte un premio, tienes que participar en un programa de _____.
10. Si no vas a estar en casa para ver tu programa favorito, puedes usar la videocasetera para _____lo.

DOWN

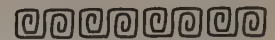
2. Una _____ tiene varias partes.
3. A muchos niños les encantan los dibujos _____.
4. Por lo general, un documental es _____ para toda la familia.
5. Voy a comprar una _____ para poder alquilar y ver videos.
6. No me gusta este programa. Voy a cambiar de _____.
8. Este espectáculo musical se transmite _____ y directo.
9. La recepción del televisor es muy mala. Necesito televisión por _____.

[illegible]

Nombre _____

Clase _____

Fecha _____

BLOCK SCHEDULING HOMEWORK OPTIONS

Day 1 Due Date _____

- ☐ Write answers to the *¿Comprendiste?* questions, p. 405.

Day 2 Due Date _____

- ☐ Have students write two movie reviews for a TV guide, using pp. 404–405 as a model.
- ☐ *Más práctica cuaderno*, p. 141.
- ☐ *Cuaderno para hispanohablantes*, p. 139.

Day 3 Due Date _____

- ☐ Complete *Actividad 14* in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, pp. 142–144.
- ☐ *Cuaderno para hispanohablantes*, pp. 140–142.

Day 4 Due Date _____

- ☐ Complete *Hazlo tú*, p. 419.
- ☐ Review for *Etapa 1* Exam.

Day 5 Due Date _____

- ☐ Preview *Etapa 2* Opener, pp. 424–425.

PROJECTS

PROJECT
1

El(La) chico(a) del futuro

Form groups of four. Brainstorm ideas of what the totally wired teenager of the future will own. What will he or she need on hand at all times? How will he or she manage to carry around all that electronic equipment? Try to come up with as many comical ideas as possible, then draw a picture of the teenager of the future. Create text that points to the various pieces of electronic equipment and explain why they are necessary for the teen in order to survive in the world of the future. Once your drawing is complete, share it with the rest of the class.



Materials: one piece of poster board per group, colored markers or pencils

Preparation:

- Work together to come up with as many ideas as you can about how the teens of the future will be "wired."
- Choose your best ideas and decide how to present them visually.
- Draw a picture of the teen of the future, along with his or her electronic paraphernalia, on a piece of poster board.
- Write text to explain each of the electronic pieces and how it enhances the teen's life with an arrow showing what it is describing.
- Once your drawing is complete, share it with the rest of the class.

Pacing Suggestion: following the presentation of electronic vocabulary in *En contexto*

PROJECTS

PROJECT
2

Su propio negocio

Form groups of three. Imagine that you are co-owners of an electronics store. Together, you are going to brainstorm ideas for advertisements to alert the public to your first-ever major sales event. First decide what type of store you have. Then, give it a name and an address. Decide what you will feature in your sale and how you will convey that information in your advertisement. Create the ad and correct it, then share it with the rest of the class.



Materials: one piece of poster board per group, colored markers or pencils, copies of **En contexto** and **En vivo**, scissors, glue

Preparation:

- Decide what kind of store you have. Does it carry a whole range of electronic equipment, or does it just focus on one thing such as computers, stereos, or cameras, etc.?
- Brainstorm ideas for your ad. What kind of sale will it be? How can you make it unique and attract a lot of potential buyers?
- Decide what kind of advertising you want to create—newspaper, radio, television or billboards. Then create a slogan for your sale.
- Write the text for your ad and locate or create any visuals you need.
- Correct your text and create the ad on the poster board by pasting down the visuals and writing in the text.
- Once your ad is complete, share it with the rest of the class.

Pacing Suggestion: following the presentation of shopping vocabulary in **En acción**

LEARNING SCENARIOS



SCENARIO 1

Pero, ¡no funciona!

Work in pairs. Role-play a conversation between a dissatisfied customer and a sales clerk at an electronics store. The customer wants to return a piece of electronic equipment that he or she bought on sale. Although the advertisement clearly said that no cash refunds would be available on sale merchandise, the customer insists on getting cash back. The sales clerk must try to convince the customer to settle for store credit, while always keeping his or her language polite.

SCENARIO 2

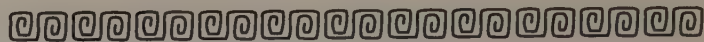
La oficina ideal

Work in groups of three. Imagine that you are forming a business and need to equip your office. Together, make a list of all the electronic equipment you'll need. Once you've finalized your list, each person researches how much the equipment in his or her category will cost. Then, create a budget in Spanish. Once your budget is complete, compare it with those created by other groups.

1	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	2.1 Cultural Practices	
	4.1 Language Comparisons	
	5.2 Lifelong Learning	

2	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	2.2 Cultural Products	
	3.1 Making Connections	
	3.2 Acquiring Information	
	5.2 Lifelong Learning	

LEARNING SCENARIOS



SCENARIO 3

El equipo electrónico

In groups of three, write a list of questions to ask someone from a Spanish-speaking country about the use of electronic equipment in his or her country. Once you have created your list of questions, correct it and share it with the rest of the class to create a questionnaire.

SCENARIO 4

Lo más necesario...

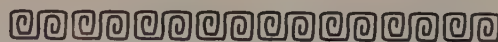
Work in groups of four. Look at the list of electronic equipment in the **En resumen** section of the *Pupil's Edition*. If you could only use one of these items on a regular basis, which would it be? Why? Each person should argue for his or her choice until the group reaches a consensus. Then, present your point of view to the rest of the class and see how it compares with that of the other groups.



3	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	2.1 Cultural Practices	
	2.2 Cultural Products	
	3.2 Acquiring Information	
	4.2 Cultural Comparisons	
	5.1 School and Community	

4	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	5.2 Lifelong Learning	

CHANGE-OF-PACE ACTIVITIES



ACTIVIDAD 1

¿El equipo del futuro?

Work in groups of five. Each person in the group must take the list of electronic equipment in **En resumen** and combine two words to create the name of a new and unusual piece of equipment. For example, by crossing a speaker (**altoparlante**) with a beeper (**beeper**) you get an exotic new gadget, a **beeparlante**. Create a description of your gadget to go along with the name. (For example, a **beeparlante** could be a beeper that loudly shouts out phone numbers.) Once everyone has completed their descriptions, take turns telling the rest of the group the name of your gadget and seeing if they can guess what two pieces of equipment it combines. If they have trouble guessing, read the description that you wrote and see if that solves the mystery!

ACTIVIDAD 2

Me gustaría, pero...

Form groups of six. Refer to the explanation of conjunctions in **En acción**. Using the topics provided, see who can give the most outrageous excuse for not doing each activity mentioned. Students should use the subjunctive or indicative and one of the conjunctions from **En resumen**. After all the topics are used, the person with the most outrageous excuses is the winner.

Topics

Voy a contestar mi correo electrónico.
Voy a dejar de mirar la televisión.
Voy a tratar mejor a mis hermanos.
Voy a limpiar mi cuarto.
Voy a acostarme más temprano.
Voy a conducir con más cuidado.

ACTIVIDAD 3

El alfabeto

Work in groups of 8 to 10. Form a circle. The first player in each circle will create a sentence using a word from **En resumen** that begins with the letter *a*. For example, **Me gustaría comprar altoparlantes nuevos**. The next person must come up with a phrase that continues that sentence and contains a word beginning with the letter *b*, such as, **Me gustaría comprar altoparlantes nuevos y reparar mi beeper**. Continue until all the letters of the alphabet have been used. If you can't find words that begin with specific letters, skip over them and move on to the next letter.

ACTIVIDAD
4
¿Cerca o lejos?

Divide the class into two equal groups. The first player in each group will close his or her eyes while the other members of the group hide an object on their side of the classroom. Then, once the object is hidden, the player must try to find the object, following clues given by the other group members. The clues must contain adverbs and prepositions of location found in **En resumen**. For example, the next player might say **Está en frente de la puerta**. The first player will go to that area and look. If he or she doesn't find the object, the next player gives a clue, such as, **Está encima de los estantes**. The game continues until the player finds the object. The group then chooses a new player to search and the game continues. The player who needs the fewest clues to find the object is the winner.

ACTIVIDAD
5
¡Vamos a jugar a la lotería!

Form groups of four and play bingo. Choose from the following words and expressions about technology and fill in the grid below—El altoparlante, el asistente electrónico, los audífonos, la batería, el beeper, el identificador de llamadas, la computadora portátil, la contestadora automática, el equipo estereofónico, el fax, la grabadora, la pila, el radio portátil, el teléfono inalámbrico, el teléfono celular, el telexmensaje, el televisor portátil, la videocámara, el Walkman™, la garantía, la marca, la durabilidad, estar roto, estar descompuesto, funcionar, la confiabilidad, el descuento, la nitidez. One person in your group will be the caller and choose names from the list above at random. The person who wins will be the caller for the next game.

		GRATIS		

ACTIVIDAD
6
Pasatiempo: El equipo electrónico

There are 12 electronics words hidden in the puzzle. Complete the sentences with the appropriate vocabulary word, and then find it in the puzzle. Words read across from left to right and down.

1. Uso un WalkmanTM para escuchar música cuando corro el parque.
2. ¡No hay electricidad! Tenemos que comprar una _____ para el radio.
3. Esta computadora tiene una _____ de tres años.
4. Este televisor tiene la mejor _____ de todos. ¡Los detalles son muy claros!
5. Si tenemos problemas, este televisor está completamente _____ por la tienda.
6. Si lo compramos hoy podemos recibir un _____ de 20%.
7. _____ es otra manera de decir «batería».
8. Mis padres insisten en que yo lleve un _____ para que me puedan hablar en cualquier momento.
9. Tenemos un servicio de _____ para nuestro teléfono en casa.
10. Me encanta el sonido de este estéreo. Tiene _____ muy poderosos.
11. Esta marca es de muy buena _____. ¡Nunca se te descomponen!
12. ¿Cuál _____ prefieres, Sony o Panasonic?

A	C	W	A	L	K	M	A	N	S	C	N	J	R	W	F	J	R	M	O
C	O	I	D	N	U	W	L	I	Q	X	F	F	O	N	O	O	O	C	A
Y	N	G	Y	N	J	R	M	T	P	B	K	B	V	L	U	H	D	A	L
N	F	B	M	P	S	S	O	I	R	S	G	P	P	D	P	I	L	A	T
Q	I	A	D	D	T	L	D	D	I	T	O	J	L	E	Q	Y	N	I	O
T	A	T	M	E	S	N	W	E	D	Q	D	A	D	S	O	N	C	D	P
H	B	E	B	A	R	I	D	Z	N	R	R	Q	N	C	F	M	D	A	A
N	I	R	E	S	P	A	L	D	A	D	O	R	F	U	F	A	E	D	R
T	L	I	D	O	Y	O	P	M	N	D	W	H	I	E	T	R	S	L	L
R	I	A	I	E	N	G	A	R	A	N	T	I	A	N	R	C	S	T	A
Q	D	D	I	N	S	D	U	F	I	Y	R	D	X	T	G	A	U	Z	N
P	A	B	K	B	E	E	P	E	R	N	P	K	I	O	U	D	P	I	T
R	D	Y	U	E	K	A	R	S	T	E	L	E	M	E	N	S	A	J	E
Y	U	D	N	O	L	Y	D	E	H	J	S	Q	X	R	T	H	Y	S	S

BLOCK SCHEDULING HOMEWORK OPTIONS**Day 1** Due Date _____

- ☐ Write answers to the *¿Comprendiste?* questions, p. 427.
- ☐ Write 5 personalized sentences about electronic products.

Day 2 Due Date _____

- ☐ Complete *Actividades* 5 and 7 in *Pupil's Edition* in writing.
- ☐ *Más práctica cuaderno*, pp. 149–150.
- ☐ *Cuaderno para hispanohablantes*, pp. 147–148.

Day 3 Due Date _____

- ☐ *Más práctica cuaderno*, pp. 151–152.
- ☐ *Cuaderno para hispanohablantes*, pp. 149–150.

Day 4 Due Date _____

- ☐ Complete *Hazlo tú*, p. 441.
- ☐ Review for *Etapa 2* Exam.

Day 5 Due Date _____

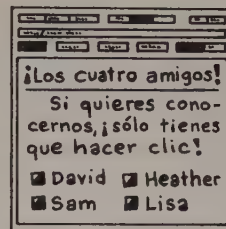
- ☐ Have students complete the assignment for *Conexiones*, p. 444.
- ☐ Preview *Etapa 3* Opener, pp. 446–447.

PROJECTS

PROJECT
1

Nuestra página-web

Form groups of four. Imagine that you are going to create a website that reflects the group's interests. First, generate a list of ideas for what to include. Then decide how you will divide this information into categories that can be used as the website's major links. Once you have decided how to organize your ideas, design the website's home page and the screen for one of the major links. Once they are complete, share them with the rest of the class.



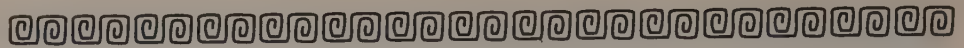
Materials: one piece of poster board per group; colored markers or pencils

Preparation:

- Brainstorm a list of the group's interests.
- Decide how to divide up the areas of interest into links that will appear on the home page. (Will you divide it by person, as in the web page shown above? Or will the major links be the different interests and activities?) Look at the web pages on pages 435, 438, and 452 of the *Pupil's Edition* for ideas.
- Once you have decided how to organize your website's home page, create the text that will go onto it.
- Correct the text and look for or create any graphics or visuals you would like to use.
- Create your website's home page on the poster board by drawing in the screen with the navigation bar at the top. Then add the visuals and text for your home page.
- Next decide which link you are going to show as the second screen.
- Write text for the site's second screen and create or locate graphics and visuals. Correct the text and create the second screen.
- Once your two web pages are complete, share them with the rest of the class.

Pacing Suggestion: following the presentation of cyberspace vocabulary in *En acción*

PROJECTS

PROJECT
2

Un refranero

Form groups of four. During your journey through the **En español** program, you have come across many popular sayings known as **refranes**. Now it's your turn to take a **refrán**, illustrate it and come up with comments and questions about it. First choose a saying from the list. Discuss it and decide what you think it means. Then draw a picture that helps explain its meaning and write text to go with it. Once your **refrán** is complete, share it with the rest of the class.



Materials: one piece of poster board per group, colored markers or pencils

Preparation:

- Choose one of the following popular sayings to work with (or use one you already know or have researched):
 - **Muchos hablan como filósofos y viven como tontos.**
 - **No despiertes a un león que duerme.**
 - **Piensa mucho, habla poco y escribe menos.**
 - **Al gato le gusta comer pescado, pero no le gusta mojarse los pies.**
 - **Come para vivir, pero no vivas para comer.**
 - **El que comienza muchas cosas pocas termina.**
- Discuss the saying and decide what you think it means.
- Brainstorm ideas for visuals and text that could accompany your saying. Refer to the **refrán** boxes that appear at the end of each **En acción** section for ideas.
- Write the text and create the visuals.
- Correct the text. Write your **refrán** on the poster board and draw the illustration beneath it. Write the text below that.
- Share your **refrán** with the rest of the class.

Pacing Suggestion: following the **refrán** box in **En acción**

LEARNING SCENARIOS



SCENARIO 1

Dos ciberfanáticos

Work in pairs. Role-play a conversation in which two computer fanatics describe their systems to each other. Each one tries to outdo the other, using as much technical language and as many comparatives and superlatives as possible. Remember not to interrupt, but do use polite expressions for taking control of the conversation, such as **Eso sí es interesante, pero..., ¿De veras? Bueno..., Desde mi punto de vista..., etc.**

SCENARIO 2

Palabras electrónicas

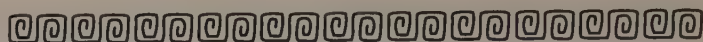
Each person should find an advertisement or article about computers or cyberspace in Spanish. This information can be found in the library or over the Internet. Skim the article or advertisement and write down all the words that relate to computer equipment and cyberspace. You will most likely discover that there are many different, or slightly different words, to express the same idea. Bring your list of words to class. How many variations did you find?



1	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	2.1 Cultural Practices	
	4.1 Language Comparisons	
	5.2 Lifelong Learning	

2	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	2.2 Cultural Products	
	3.2 Acquiring Information	
	4.2 Cultural Practices	
	5.1 School and Community	

LEARNING SCENARIOS

SCENARIO
3**Un viaje por la red mundial**

Each member of the class should choose a topic related to another subject matter (history, literature, science, social studies, physical education, etc.) and search for websites in Spanish that relate to this area. See the tip for conducting web searches in Spanish in the **Nota cultural** on page 448 of the *Pupil's Edition*. Write down the URLs for at least three websites as well as a few sentences about their general content. Write a brief description of your cyberjourney and share it with the rest of the class.

SCENARIO
4**Un grupo de conversación**

Form groups of six. Imagine that you are a chat group who has been talking online in Spanish for a year now. You've finally decided that it's time to meet face to face. Each person should choose a cybername for him or herself (**Flor 99, La Hoja, El Guapo, etc.**) and prepare a short imaginary biography for his or her character. Once everyone has had five minutes to create an identity, it's time to role-play the conversation. Remember, in real life things are often very different from how they appear in cyberspace.



3	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.2 Interpretive Communication	
	1.3 Presentational Communication	
	2.2 Cultural Products	
	3.1 Making Connections	
	3.2 Acquiring Information	
	4.2 Cultural Comparisons	
	5.1 School and Community	

4	TARGETED STANDARDS	TEACHER'S REFLECTIONS
	1.1 Interpersonal Communication	
	1.2 Interpretive Communication	
	5.2 Lifelong Learning	

CHANGE-OF-PACE ACTIVITIES



ACTIVIDAD 1

¿Quién soy yo?

Form groups of three or four. One person will think of a thing or activity mentioned in **En resumen**. To begin the game, the first player will announce **Soy un objeto** or **Soy una actividad**. The other members of the group will try to guess the item, asking questions that can be answered by **Sí** or **No**, and using the vocabulary from **En resumen**, along with other words you already know. Keep track of the number of guesses it takes to come up with the correct answer. The person whose idea was most difficult to guess is the winner.

ACTIVIDAD 2

Memoria

Work in groups of three. One person in the group will act as the moderator and create 20 flashcards, using the list of verbs with prepositions from **En resumen**, along with other words he or she knows. The moderator will create 10 sentences and write half of each on one card and the second part on another, making sure to divide the sentences between the verb and the preposition. For example, Card 1: **Acabo** Card 2: **de llegar**. Once the moderator has created all 20 cards, he or she will mix them up and put them face down on the table. The other two group members take turns pointing to two cards each turn. The moderator will turn them over and see if they create a match. Once a match is made, the person who made it takes those cards off the table and keeps them. The game ends when all the workable combinations have been removed from the table. The person with the most cards wins.

ACTIVIDAD 3

¿Hecho u opinión?

Form groups of six. Divide each group into two teams. Each team will create sentences using the words from **En resumen**, along with others they know. The object of the game is to create sentences that are either fact or opinion and to take turns presenting them to the opposing team. Once the other team hears the sentence, they must decide if it is fact or opinion. For example, **Se necesita un módem para conectarse a la red mundial**, is a fact, but **La red mundial es un servicio importante** is an opinion. Each team wins a point when the opposing team fails to identify one of its sentences correctly. At the end of the game, the team with the most points wins.

ACTIVIDAD
4

¡Lo más increíble, interesante, divertido!

Work in groups of six to eight. To begin the game, the first player chooses an item from **En resumen** and creates a sentence that contains the item and a superlative. For example, **Este grupo de conversación es el más aburrido de todos.** The second person must then repeat the first person's sentence and add another superlative, **Este grupo de conversación es el más aburrido y antipático de todos.** The game continues with each player adding a superlative until the next player can no longer remember all the parts of the sentence correctly. He or she then begins a new sentence using a different word from the list.

ACTIVIDAD
5

Crucigrama

Work in groups of four. To begin the game, one student chooses any word from **En resumen** list that is at least seven letters long and writes it vertically on a piece of paper.

U
S
U
A
R
I
O

Each student then takes a turn creating a crossword puzzle by writing in a word that uses a letter of an already existing word. The game ends when the next student can no longer find a space to fit in a word from the list. Once the puzzle is complete, write clues that correspond to the words and create an actual blank crossword puzzle, with your original diagram as the answer.

ACTIVIDAD
6
Pasatiempo: El ciberespacio

Here are eight scrambled words from the **En resumen** section of the *Pupil's Edition* that relate to computers and cyberspace. Use the cues provided to unscramble each item. Then, use the circled letter in each item to unscramble one more word that relates to the writing life.



1. La parte de la computadora que contiene la memoria y muchos datos (2 palabras):
C R I D O O D U S

_____ (C) _____

2. La capacidad de una computadora: R O M A E M I

(R) _____

3. El «motor» de una computadora: S P I M O R D R E R O O C A C

_____ (S) _____

4. Se encuentra esto en el teclado: L A C T E

_____ (L) _____

5. Una palabra secreta del usuario: A R E N T O Ñ A C S

_____ (A) _____

6. Un sitio donde se puede ir para saber todo lo nuevo (3 palabras):
S N A G I C T U D E I P O O R

(S) _____

7. Una manera de navegar entre las páginas-web de un sitio: C L A N E E

_____ (C) _____

8. Un sistema de comunicación entre computadoras por todas partes (2 palabras):
D R I L A U N D E M

(D) _____

Now take the circled letters and unscramble them to answer the following.

9. Se puede usar esto para controlar los virus o para jugar juegos interactivos, por ejemplo:

BLOCK SCHEDULING HOMEWORK OPTIONS**Day 1** Due Date _____

- ☐ Have students write answers to *¿Comprendiste?* p. 449.

Day 2 Due Date _____

- ☐ Have students complete *Actividad 4* in writing.
- ☐ *Más práctica* Workbook, pp. 157–159.
- ☐ *Para hispanohablantes* Workbook, pp. 155–157.

Day 3 Due Date _____

- ☐ *Más práctica* Workbook, p. 160.
- ☐ *Para hispanohablantes* Workbook, p. 158.

Day 4 Due Date _____

- ☐ Have students complete *Hazlo tú*, pp. 463, 465.
- ☐ Review for *Etapa 3* Exam.

Day 5 Due Date _____

- ☐ Have students complete the assignment for *Conexiones*, p. 468.
- ☐ Review for Final Text.

Block Scheduling Answer Keys

Preliminar

Actividad 6

1. ducharse
2. llover
3. despedirse
4. cruzar
5. cocinar
6. jugar
7. acampar
8. cantar
8. escuchar (Unscrambled word)

Unidad 1

Etapa 1

Actividad 7

Horizontales

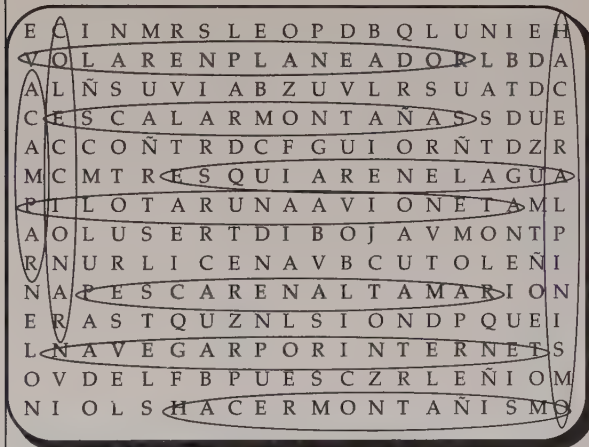
1. comparten
4. redondo
5. atrevido
7. cómico
8. fiel

Verticales

1. calvo
2. anteojos
3. modesto
4. rojizo
6. está

Etapa 2

1. acampar (answer is already supplied)
2. hacer montañismo/escalar montañas
3. volar en planeador
4. navegar por Internet
5. esquiar en el agua
6. pescar en alta mar
7. hacer alpinismo
8. coleccionar
9. pilotar una avioneta
10. escalar montañas/hacer montañismo



Etapa 3

Actividad 6

1. odiarse
2. telefonarse
3. animarse
4. pelearse
5. contarse chismes
6. saludarse
7. apoyarse
8. ayudarse
9. oponerse (Unscrambled word)

Unidad 2

Etapas

Actividad 7

Horizontales

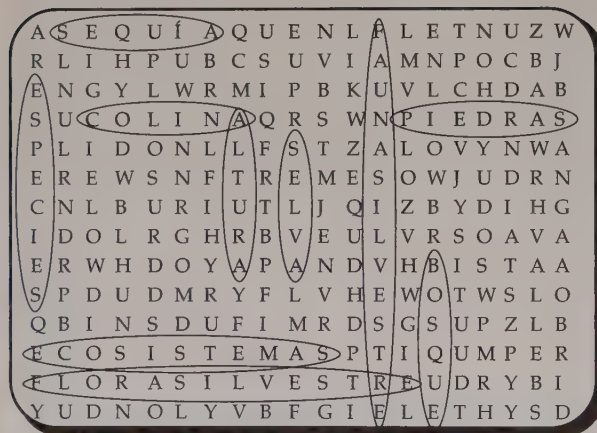
1. recoger
3. no puedo
5. luchar contra
7. educar al público
9. sembrar

Verticales

1. resolver
2. rear
4. desarrollo
6. el ser humano
8. donar

Etapas

1. sequía
2. colina
3. piedras
4. fauna silvestre
5. especies
6. altura
7. bosque
8. ecosistemas
9. selva
10. flora silvestre



Etapas

Actividad 7

1. picaflor
2. tiburón
3. iguana
4. búho
5. loro
6. serpiente
7. jaguar
8. cocodrilo
9. pelícano (Unscrambled word)

Unidad 3

Etapas

Horizontales

1. graduando
6. toga
8. emocionarse
10. enhorabuena
11. discurso

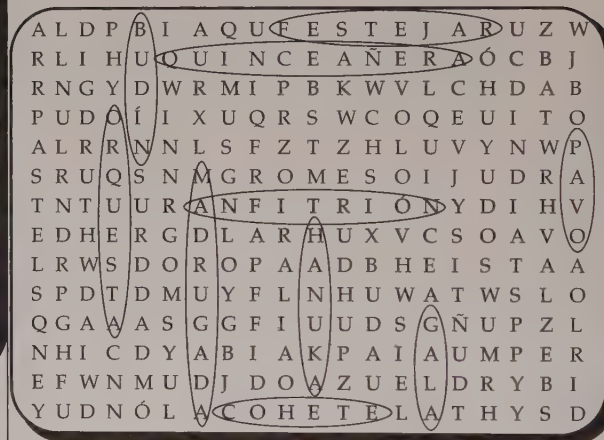
Verticales

1. generosidad
2. agradecer
3. apoyo
4. birrete
5. diploma
7. cabo
9. brindan

Etapas

Actividad 6

1. festejar
2. pavo
3. Hanuka
4. anfitrión
5. madrugada
6. orquesta
7. gala
8. cohete
9. quinceañera
10. budín



Etapas

Actividad 7

1. esclavo
2. banda
3. injusticia
4. constitución
5. bandera
6. costumbre
7. faro
8. gobierno
9. victoria (Unscrambled word)

Unidad 4

Actividad 7

Etapa 1

Horizontales

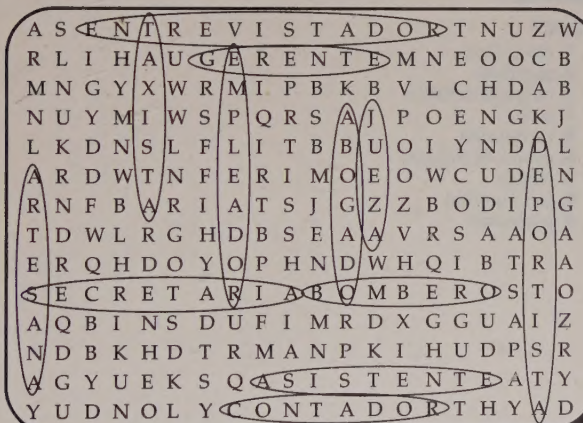
1. relaciones públicas
6. diseño
9. agronomía
10. finanzas
11. ingeniería
12. estatura

Verticales

2. educación
3. estado
4. licenciatura
5. superarse
7. paquete
8. correr

Etapa 2

1. entrevistador
2. abogado
3. gerente
4. secretaria
5. contador
6. empleado
7. jueza
8. deportista
9. asistente
10. taxista
11. bombero
12. artesana



Etapa 3

1. corresponsal
2. agricultura
3. hierro
4. forestal
5. académico
6. banquero
7. exportar
8. intérprete
9. petróleo (Unscrambled word)

Unidad 5

Etapa 1

Horizontales

1. naturalezas muertas
4. tapiz
6. cuento
7. bailaora
9. tocar
10. sardana
11. flamenco

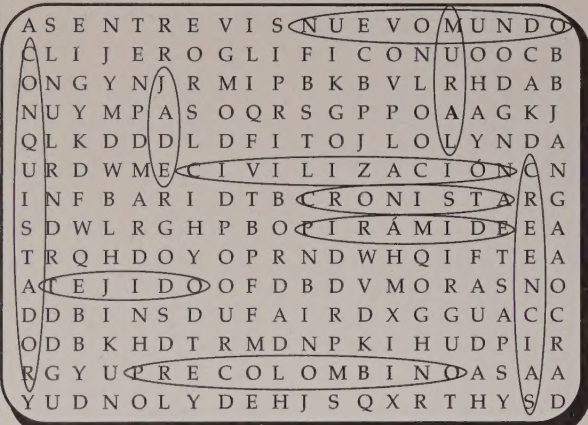
Verticales

2. autobiografía
3. escuela
5. cuadro al óleo
8. letra
10. siglo

Actividad 7

Etapa 2

1. Nuevo Mundo
2. precolombino
3. mural
4. creencias
5. cronista
6. tejido
7. conquistador
8. jade
9. civilización
10. pirámide



Etapa 3

1. derivado
2. género
3. protagonista
4. sátira
5. poeta
6. trama
7. creativa
8. novelista
9. original (Unscrambled word)

Unidad 6

Etapas 1

Horizontales

1. antena parabólica
7. manipular
8. episodio
9. concurso
10. grabar

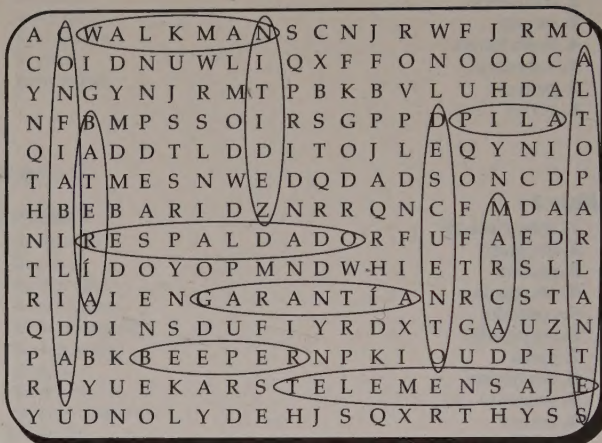
Verticales

2. teleserie
3. animados
4. apto
5. videocasetera
6. canal
8. en vivo
9. cable

Actividad 6

Etapas 2

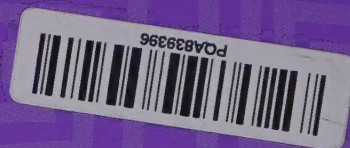
1. Walkman™
2. batería
3. garantía
4. nitidez
5. respaldado
6. descuento
7. Pila
8. beeper
9. telemensaje
10. altoparlantes
11. confiabilidad
12. marca



Actividad 7

Etapas 3

1. disco duro
2. memoria
3. microprocesador
4. tecla
5. contraseña
6. grupo de noticias
7. enlace
8. red mundial
9. programa



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